



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

TX 428.42 .S811 M  
Stebbins, Charles Maurice,  
Golden treasury readers : plan book for

Stanford University Libraries



3 6105 04920 8676

GOLDEN TREASURY READERS

# PLAN BOOK FOR TEACHERS

CHARLES M. STEBBINS

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

Tx.  
428.42  
S811  
M

AMERICAN BOOK COMPANY

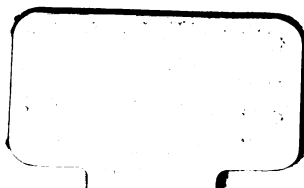


SCHOOL OF EDUCATION  
LIBRARY

TEXTBOOK  
COLLECTION



STANFORD UNIVERSITY  
LIBRARIES





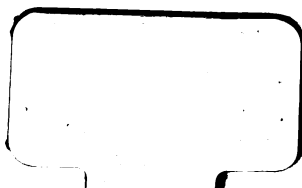


SCHOOL OF EDUCATION  
LIBRARY

TEXTBOOK  
COLLECTION



STANFORD UNIVERSITY  
LIBRARIES











**GOLDEN TREASURY READERS**

---

**PLAN BOOK FOR TEACHERS**

**BY**

**CHARLES M. STEBBINS**

**DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY**



**NEW YORK .. CINCINNATI .. CHICAGO  
AMERICAN BOOK COMPANY**

588366

**C**

COPYRIGHT, 1912,

By CHARLES M. STEBBINS.

---

G. T. R. PLAN BOOK.

W. P. 2

DEPARTMENT OF EDUCATION  
THE UNIVERSITY OF TORONTO

## TABLE OF CONTENTS

|                                                              | PAGE |
|--------------------------------------------------------------|------|
| INTRODUCTION . . . . .                                       | 4    |
| I. THE BEGINNING OF READING . . . . .                        | 7    |
| 1. Development of the Story . . . . .                        | 7    |
| 2. Dramatization . . . . .                                   | 11   |
| 3. Reading from the Blackboard . . . . .                     | 12   |
| 4. Oral Work . . . . .                                       | 15   |
| 5. Reading from the Book . . . . .                           | 20   |
| 6. Written Work . . . . .                                    | 23   |
| II. THE FIRST FIVE WEEKS: OUTLINE PLANS . . . . .            | 30   |
| III. PHONIC WORD STUDY . . . . .                             | 36   |
| IV. THE SIXTH TO THE TWENTIETH WEEK: OUTLINE PLANS . . . . . | 46   |
| V. PHONETIC PLANS ( <i>Continued</i> ) . . . . .             | 52   |
| Second Half Year . . . . .                                   | 52   |
| Third Half Year . . . . .                                    | 56   |
| Fourth Half Year . . . . .                                   | 58   |
| VI. STORIES FOR THE TEACHER TO TELL . . . . .                | 61   |
| VII. FAMILIES OF WORDS . . . . .                             | 101  |

## INTRODUCTION

**Basic Principles.** — This series of readers is based on the theory that the aim of education is to develop in the child the capacity to understand and enjoy the natural and social world in which he lives, and to enter into the business of society and become a useful member of it. The basic factors in this development are activity, knowledge, and culture, and the solution of the problem of education consists in maintaining the proper balance between these essential elements.

**The Relative Importance of Fundamental Elements.** — Of the three elements which we have mentioned in the educative process, self-activity must stand foremost. It is dominant in the physical nature of the child; it is dominant in the demands that society makes upon the adult. Happiness and efficiency in life depend upon successful doing. There has been too great a tendency to lay stress on knowledge, book knowledge, as the aim of education. Knowledge is essential, but to a very large extent it is only a means to an end. It is the material with which we work. Without it we might not be able to accomplish much; but with it we can attain our end only by employing the child's activity, thereby developing his powers toward efficiency. Culture is a result, and comes from a proper application of activity to knowledge. The result should mean quickness of perception, force and fineness

of imagination, balance of the emotions, and ability to give adequate expression to one's ideas.

While we are looking toward the attainment of these things, it is essential that we keep in mind that self-activity is the foremost factor. By self-activity is meant, not simply the use of the mind, but the employment of the physical powers of the child in giving expression to his thoughts. The spontaneous method of response in the child is through physical activity. This physical activity may find expression in the schoolroom in several ways. The chief of these are relating stories to others, writing stories, dramatizing stories, and the playing of games based upon stories.

**The Means.** — Two elements are of primary importance in the attainment of these educational aims. They are subject-matter and method. The former is more important than the latter, because the latter must depend to a very large extent upon the former. The proper intellectual food must be supplied before it can be prepared for assimilation. The proper preparation and presentation of it for assimilation is method.

**The Subject-matter.** — Our interest in subject-matter is concerned, not simply with the selection of matter that is adapted to the age and development of the child mind from the standpoint of difficulty, but just as vitally with the content of the stories.

What should guide us in the selection of subject-matter? This is a question that naturally arises. The child of six is concerned chiefly with discovering the world about him, particularly those things that concern him directly. He is full of life and activity, and is therefore drawn to those things that have to do with life and activity. His power of observation is not keen. He sees clearly only what is striking. Bright colors, lively action, unusual

stories, verse with quick movement, are the things that appeal to his senses.

Children like to enter into the life of animals, and conceive of them as talking and as having feelings like their own. They like to impersonate animals represented in this way. Such stories will furnish information, which is part of the educational aim; and they will stimulate the imagination and hold the interest.

**The Plan or Method.** — The plan of study briefly outlined in the following pages is based upon the fact that speaking, writing, and reading are not different subjects, but closely connected branches of a single subject. The study and practice of one of these branches by the pupil invariably increases his ability in the others, and the neglect of one inevitably results in impairing the other two. Oral work in the form of conversation on a given subject clarifies the child's ideas, increases his speaking vocabulary, trains his ear, and develops his vocal organs, — results which are prerequisites to success in reading. The child's work, therefore, should be centered about an interesting whole, and should develop in a natural way from that whole, the thought element being always dominant.

**The Story the Basis of Unity.** — If there is to be unity in the child's work, a basis must be supplied for that unity, — something about which he can think, talk, read, and write. To supply this by means of words, phrases, and unrelated sentences is an extremely difficult task. To succeed in his work, the child must think, and there is little stimulation to thought in unrelated material. The story, therefore, with a clear, simple development about a central idea, becomes the basis of unity in the child's work. It calls forth his interest, fixes his attention, and stimulates and gives direction to his thought.

## CHAPTER I

### THE BEGINNING OF READING

(See the Golden Treasury Primer)

**1. Scope of the Work.**—The work outlined in this chapter should extend over a period of about six weeks. It covers the first three stories in the Primer, together with the rimes on page 16. So far as technical reading is concerned, the aim is the acquirement of a vocabulary of about fifty sight words. The work may be outlined as follows:—

1. Development of the story.
2. Dramatization.
3. Reading from the blackboard.
4. Reading from the book.

#### DEVELOPMENT OF THE STORY

**2. Telling the Story.**—The first need that presents itself to the teacher of beginning classes is that of creating an absorbing interest in the work to be undertaken. Here the story is of particular value in itself; but the teacher can enhance its value greatly by her manner of presenting it to the class. It must be told in simple but

vivid conversational prose. In addition to this, it must be told dramatically. The teacher's actions and manner must express the thought equally as much as the words which she uses.

**3. Repetitive Stories.**— There is a marked advantage in using repetitive stories for this early work. It consists not simply in the frequent recurrence of the same words, but fully as much in the fact that these stories are made up of portions that constitute complete stories in themselves. Thus the series of short stories constitutes a sort of serial story, which keeps the child looking forward to new events. Usually, each section will represent the work of a single day. It is suggested, therefore, in taking up the stories, that the teacher tell to the children only a single portion of the story at a time. In this way they will not be confused by too many incidents, and at the same time their curiosity will be aroused concerning what is to follow. Thus, in taking up *The Bug in the Rug*, the teacher should tell only about the bug's living in the rug, and about his being caught by the chick. The teacher may end with a hint that something happened to the chick.

The story should be told and retold until the children know it well. The vocabulary may be varied each time, but the thought and incidents must be the same. The

principal words, too, — that is, those which are to be taught first, — should be made prominent.

**4. Ear Training.** — Too much stress cannot be laid on the importance of ear training. It should begin with the very first lesson, and should continue throughout the course. In telling the story the teacher should utter all the important words so slowly, correctly, and distinctly that even a dull ear must receive the proper impression. The training of the ear may be carried along in connection with voice training, in the conversational exercises that follow the telling of the story by the teacher.

Excellent practice in ear training may be obtained by having the pupils observe attentively and then reproduce the note of a bird, the rustle of leaves, the hum of a bee, and all the finer sounds of nature. Success in this work will depend upon the skill of the teacher in keeping from the pupils the fact that she is training their ears.

**5. Conversation on the Story.** — As soon as the pupils all know the story well, oral work should begin. They have been passive up to this point. Now they should become active. The story is their possession now as well as the teacher's. They have something in common to talk about. The teacher should ask questions that will lead to the telling of the story by the pupils. The incidents will

be called up one by one in their proper order. Questions will be asked also that will lead to a clear understanding of every word and idea in the story. Then some of the pupils will be able to reproduce the story in full.

**6. The Aim in the Conversational Work.** — The ends to be attained in the conversational work should always be definite in the mind of the teacher, though never intruded on the minds of the pupils. In addition to testing the child's grasp of the story, conversation furnishes the means of continuing ear training in connection with voice training. Before children begin to read, every word in the lesson should possess a definite thought content for them; and they should be able to recognize by ear and reproduce orally every word. Many young city children, for example, will have no definite conception of what a barn is. The word should possess a clear thought content before they are required to read it. Some children will be unable to pronounce certain sounds. Voice training should overcome to as great an extent as possible this difficulty, before such words are included in the reading lessons. Lastly, in the oral work, the pupil should acquire some skill in expressing thoughts in complete sentences. Such ability will be an invaluable aid in learning to read complete thoughts.

## DRAMATIZATION

7. **Self-Expression and Self-Activity.** — Still there is no hurry about putting the reading matter before the class. The content of the story should now be theirs, and they have had an opportunity to reproduce it orally. Thus self-activity has been called into play ; but it can be used to still better advantage in dramatization. To dramatize is not necessarily to act the part of a character in the story. Instead, the child may add his part to the story, so that in place of his assuming a part in the narrative, the narrative becomes a part of his real life in the form of play.

For example, the teacher may have in her possession toys representing the animals mentioned in *The Bug in the Rug*. Taking a cloth to represent a rug, the pupil may construct a home similar to that in the illustration in the book. While fashioning the home, he tells the story, closing by holding up the bug and saying :

“This is the bug  
•           That lived in the rug.”

After several, or all, of the sections of the story have been taken up, the dramatization may assume the form of a game in which several pupils form a circle, each being responsible for a section of the story. After telling his

portion of the story in prose, the pupil will hold up the toy animal to the others, and repeat the proper repetitive lines, the last pupil closing with :

“ This is the trap  
That caught the bear  
That caught the dog  
That caught the cat  
That caught the rat  
That caught the chick  
That caught the bug  
That lived in the rug.”

#### READING FROM THE BLACKBOARD

**8. Arousing a Desire to Read.** — We are now face to face with the most difficult step in the process of learning to read. If the preliminary work has been well done, this step, however, should not prove troublesome. The interest of the class can easily be aroused by suggesting to them the pleasure of being able to read the stories for themselves. The question, How many think they can read the first sentence? will command immediate interest.

**9. The Sentence as a Whole.** — Write on the board in a large, legible hand the first line of the story :

*This is a bug, a bug.*

Volunteers should be able to read the line fluently, because they know what has been written. In case no child can read the line, the teacher should read it to the pupils several times, until they know it by heart; then several pupils should be asked to read the line. They should read it fluently, because they know what it says.

10. **Recognition of Words.** — As soon as pupils can read the line easily, the attention of the class is directed to the individual words, by means of a conversation similar to the following:

*Teacher:* What is the story about?

*Children:* It is about a bug.

*Teacher:* Who can point out the word *bug*?

Doubtless some child will be able to point it out. The teacher will then underscore it or place a ring around it.

*Teacher:* Look closely, and see who can find the same word again.

After the word is pointed out and underscored, the teacher may write,

*This is a bug,*

and ask for the word *bug* to be pointed out. Next write the word *bug* on the board with two or three other words in various positions, and ask for volunteers to point out the word.

The study of the word *bug* constitutes a single lesson.

In the afternoon the word *This* is taken up and treated in the same manner. The teacher writes,

*This is a bug, a bug,*

*This is a bug.*

The words *a* and *is* will constitute the work for the second day.

The third day, after reviewing the words already learned, the next two lines of the story are taken up.

*This is the bug, the bug,*

*That lived in the rug.*

And the words *rug* and *lived* will be added to the child's list of sight words.

The words for the fourth day will be *that* and *in*. This process is to be kept up until the child has learned to read the first three stories in the Primer, the work extending over a period of five or six weeks. At the end of this time, work in phonics should be introduced. Henceforth the word method and the phonetic method are carried along together as complements of each other.

**11. Reading Drill.** As soon as all the words on the first page of the Primer are firmly fixed in the minds of the children, short sentences should be given in which the words are rearranged, like the following:

This is a rug.  
This is a bug.  
A bug lived in a rug.  
In a rug lived a bug.  
The bug is in the rug.  
In the rug is the bug.

After the reading of every portion of the story, this drill work should be taken up. Otherwise the children are likely to depend upon memory in reading. Rote work will, of course, render progress impossible.

#### ORAL WORK

**12. Importance of Oral Work.** — Too much stress cannot be laid on oral work at any time during the school life of the child, provided it is carried forward in an easy, spontaneous manner. At the beginning of the child's work it is all-important. Nothing can be more helpful or interesting to the healthy, inquiring minds of boys and girls of six or seven. It stimulates the mental activity of the child, and renders him invaluable assistance at a time when it is most needed in his struggle to express himself. At this early age the need of help toward the adequate expression of ideas is more apparent to the pupil than the need of help in learning to read.

The consciousness of growing power to take part in dis-

cussions about things that are going on about him, about the things which he learns from his teachers, his parents, and his playmates, will always add interest to the work that gives him that increased power. As a natural consequence, the desire to read will be stimulated. Moreover, the task of acquiring a reading vocabulary is made much easier. It becomes a delight to a child to learn a word which he uses frequently, especially if it calls up some pleasant association. It is the aim of the preliminary oral study of a story to furnish that pleasing association.

Another reason for the careful consideration of the oral side of the work at this time is the importance of oral expression in itself. Ability to express one's self effectively in speech is no less essential than the ability to read well. The time to lay the foundation for the oral command of language is at the beginning. The right kind of start should be made. Proper habits of speech, and proper care in mastering the vocabulary at this time will be of inestimable value to the child throughout his life. On the contrary, careless habits of speech and neglect of proper oral study of the language will result in conditions which years of effort will not be able entirely to change.

**13. Preparatory Oral Work.** — As has already been suggested, a great deal of oral work should precede any attempt

to read a story. It should, however, always be work in which there is nothing perfunctory, nothing of a nature to suggest a school task. The teacher should set out with the idea simply of having a friendly little conversation with the children about the story which she has told them. There should be no preparatory work whatsoever the aim of which is simply to fill the child's mind with a store of facts; but all information which children are anxious to have should be given them in this preliminary study; and about this, as well as about the story itself, the pupils and teacher may center their conversation.

After the teacher has told the story to the class, and explained and repeated until the children know it well, there should ensue conversations somewhat like the following:

*Teacher*: I wonder who can tell me about the rug.

*1st Pupil*: It was in the barn.

*Teacher*: Was it hanging up in the barn?

*2d Pupil*: No: it was lying on the floor in a corner.

*Teacher*: I wonder if any one can tell me something else about the rug.

*3d Pupil*: A little bug made his home in it.

*Teacher*: What kind of bug do you suppose it was?

*4th Pupil*: A potato bug.

*Teacher*: How many think it was a potato bug? Why not?

*5th Pupil*: A little chicken could not eat a potato bug: it is too big.

*Teacher*: What kind of bug do you think it was?

*5th Pupil*: Perhaps it was a lady bug, or just a little black bug.

*Teacher*: Let's see who can tell me something more about this bug.

*6th Pupil*: He came along one day and saw the rug.

*7th Pupil*: He said to himself, "Ah, what a snug home this will make for me!"

*Teacher*: I wonder if he stayed there all the time.

*8th Pupil*: No; he came out every day to get something to eat.

*Teacher*: Do you suppose he came out early in the morning, or at noon?

*9th Pupil*: Early in the morning, but one day he came out late.

*Teacher*: Why do you think he came out late?

*10th Pupil*: Perhaps he was sick.

*11th Pupil*: Perhaps it was too cold to get up early.

*Teacher*: Did he find a good breakfast that morning?

12th Pupil: No; a little chicken caught him and was going to eat him up.

Teacher: And was that the last of the little bug that lived in the rug?

13th Pupil: No; he got away.

**14. Oral Work during the Reading of the Story.**—During the process of reading the story, which at first is, of necessity, more or less laborious, the child's previous knowledge of the story, and his ability to talk about it, should be brought to his assistance. By means of conversation, for example, the word *bug* should be associated not simply with the abstract idea of "bug," but with the concrete object, the bug that lived in the rug. As a variation from the method previously suggested for learning a new word, the following may be used:

Teacher: What was it that lay in the corner of the barn?

Pupil: A rug.

Teacher (writing the sentence, *This is the rug, the rug*): Who can point out the word *rug*?

In the same manner conversation should be brought to the aid of the child in reading sentences, if he fails to remember a word which he should know. Suppose, for example, that he has forgotten *lived*; the teacher will ask what the bug had to do with the rug, and will get

the answer that he lived in it. She then has the pupil look closely at the word, and read the sentence through again.

**15. Oral Work after the Reading of the Story.** — The conversational work which follows the reading of the story should aim to fix the story in the child's mind as told in the reader, to add permanently all the words of the story to his speaking vocabulary, and to lead him to give complete answers to questions. While the pupils will necessarily be somewhat restricted in their answers, these may come just as spontaneously, if the teacher is skillful in asking the questions. Only one form of question should be asked in each of the early stories. This should then be increased to two or three forms, and gradually to perfect freedom in the form of questions.

#### READING FROM THE BOOK

**16. Transition from Script to Print.** — The printed page is introduced as soon as the first two stories have been read from the blackboard. Most of the pupils will have some acquaintance with print. In any event they will have little difficulty. They will be able to read the story, because they know it; and they will be able to point out words by position, as they did when they first took up the reading of script on the blackboard.

The work of reading from the book will constitute a review, inasmuch as it will begin with the first story of the book. Children should not be forced in this transition work. No more should be required than can be done without unusual effort. With some pupils a page will be sufficient for a lesson, while others will be able to master two pages easily.

If at any time pupils are not able to read the print, they are assisted by means of questions to recall the story. It is not considered desirable to present script forms to suggest the meaning of the print. Print as well as script should be a symbol for thought. Print should *never* be a symbol for script, or script for print.

**17. Teaching the Third Story.** --- The oral work for the third story, as for all the remaining stories of the Primer, will be the same as that outlined for the first two stories. The inviolable rule should be: *Never ask pupils to read that which they do not thoroughly understand.* The oral work must always precede reading. It is advisable that dramatization precede also; but it may be taken in connection with or after the reading. Of course, it is possible to do without the dramatic work; but this work is exceedingly valuable.

When the reading of the third story is taken up, the

book is introduced at once. Blackboard work, however, is not dropped. The teacher will find it necessary to use the blackboard much. She should always use script, however. Print and script from this time forth are read with equal facility by the children.

**18. Reading the Story as a Whole.** — When the child reads the last section of the repetitive story, he really reads the whole story, as far as both thought and action are concerned. There is, however, a decided value in a rapid reading of the whole story as presented in the book. Children like the repetition, and the thought of being able to read pages of print is encouraging. It, moreover, helps develop a feeling for sentence structure.

**19. Modified Stories.** — After the story is read in the Primer, the teacher may present it in modified form for reading, teaching at the same time a few new words. The following is a modified form of *The Tree by the Sea*.

A tree *once* stood by the sea.

In the tree a little bird made a nest.

A fox *came* and worried the little bird.

A boy owned a dog.

The boy came with the dog.

And the dog caught the fox

That worried the little bird.

**20. Group Teaching.** — It is strongly advised that the group system of teaching be used. Although any other system may be used, the group system will yield results far beyond the old *en masse* method. Pupils get more individual instruction, and at the same time have more time for seat work, as two groups are always at their seats while the one group is reciting. Temporary grouping may be done at the end of the third day.

The First Group will be composed of those who recognize easily all the words thus far studied, when the sentences are written on the blackboard.

The Second Group will consist of those who need to be taught several times before they can recognize the words.

The Third Group will consist of those who still have difficulty in recognizing the words after they have been taught several times.

Changes should be made in the grouping as often as seems advisable. No child should be allowed to remain in an advanced group, unless he is capable of doing the work with ease.

## WRITTEN WORK

**21. The Importance of Early Written Work.** — It is important that the child learn how to write as soon as possible without the undertaking becoming bur-

densome. The writing of script will greatly facilitate the pupil's ability to read it; and will, a little later, become an invaluable aid in mastering a vocabulary. No other means of fixing words in the mind is quite so effective as writing. As soon as the first words are learned in script, the work of writing them should begin. This work, however, should never be made wearisome. Fifteen minutes a day is sufficient time to devote to it at first.

**22. The First Step.** — What may be considered as the first step in learning to write, the recognition of words in script, has already been taken. By learning script first, the child advances along two roads, which should always run side by side. To refresh the child's memory, however, the word to be written by the child is first written on the blackboard by the teacher, who pronounces it distinctly. The children are asked to look at the word carefully. Then it is erased, and the children proceed to write it.

**23. Materials for Early Writing.** — The first writing may be done on the blackboard or on paper. The blackboard is better, because it allows greater freedom of motion. If paper is used, it should be unruled. To guide the child as to the size of the letters, cut or fold the paper

in long strips about three fourths of an inch wide. After a few weeks, lines may be used as guides. It will be well to give children practice both at the blackboard and at their seats, as it will be found that some who cannot write at all in the cramped position at the seat can do quite well at the blackboard.

**24. The First Month.** — The work of the first month should consist of easy words, beginning with words of only two letters. The words should be taken directly from the reading lesson. Training for correct visual images of the words to be used will have been given in the reading lessons; but particular stress should be laid on the words to be written just before they are taken up.

**25. The Second Step in Writing.** — Writing should become independent as soon as it can readily be done. It is, therefore, necessary for the pupil to write words from dictation, to copy elliptical sentences, filling in the omitted words, to write sentences from dictation, to copy sentences, and to add original sentences to complete the story, and finally to answer simple questions in writing. This development is gradual, but will lead to self-reliance on the part of the pupil. In addition to this, it will be an unconscious exercise in spelling, and will train the pupil to recognize the sentence as the unit of thought.

## PHONETIC WORDS

**26. Writing from Dictation.** — It is now time for the work in phonics to be taken up in connection with reading. Phonics also become the basal factor in writing words from dictation. As in oral work, the aim of phonic drill is to develop in the child ability to discover and recognize *new* words for himself; so in the written work, the purpose is to lead to self-reliance. The pupil is to learn to recognize by sound words that have not been previously visualized. The ear-training exercises of the first weeks now show results, and are carried forward step by step with actual accomplishment in writing and reading.

**27. The First Lesson.** — The children have already learned to write *cat*. Write the word on the blackboard. Then separate the *c* from the phonogram *at*, sounding the word so that the children will get clearly the separate sounds of *c* and *at*. Have them write the word from dictation. Next teach the letter *b*; then have them write *bat* from dictation. Afterwards, teach *mat* and *sat* in the same manner.

**28. Teaching the Unphonetic Words.** — Many of the words most needed in sentence making are unphonetic. These, of course, must be taught; and it will be necessary to teach

them just as the first words were taught for writing. Only words already used in reading are to be taught. They are reviewed on the blackboard for visualization, and are then written. The number of such words taught should be limited. In the first year only such as are actually needed should be taught.

**29. Writing Sentences.** - It is as important that children should learn to write complete thoughts as it is that they read whole thoughts. Accordingly, they should very early begin the writing of complete sentences. This may be done at the end of seven or eight weeks, at the latest. As soon as the first phonic group, consisting of *cat*, *bat*, *mat*, and *hat*, has been learned, sentence work should be taken up. At first all of the sentence except a single word should be from copy. The teacher places on the blackboard the following:

This is a



The children write the sentence, supplying the word *cat*.

The easiest possible sentences are given at first, and the children are given practice in this form until they can write with readiness a complete sentence from dictation or in answer to a question. By the time children have finished

reading *Little Boy Blue*, they should be able to write answers to simple questions.

**30. Written Phonetic Work for Use with the Primer. —**

Although the following family groups are suggested for the first five months, teachers must not feel bound by them. Some classes will be able to do much more with ease. Others may be unable to cover all.

1. cat, bat, mat, sat.
2. in, bin, din, sin, tin.
3. bit, mit, sit, wit.
4. man, can, pan, tan, ran.
5. Ned, bed, fed, led, red, Ted.
6. call, ball, fall, hall, tall, wall.
7. will, bill, hill, fill, mill, rill.
8. by, my, cry, try, fly.
9. went, bent, lent, rent, sent, tent.
10. bug, rug, hug, dug, mug, tug.
11. not, dot, hot, got, lot, pot.
12. beat, heat, meat, neat, seat.
13. maid, laid, paid.
14. gun, bun, fun, run, sun.
15. lay, bay, day, gay, hay, may, pay, say, way, play.
16. horn, corn, born, morn.
17. sheep, deep, keep, peep, sleep, weep.

18. see, bee, wee, tree, flee.
19. she, he, be, me, we.
20. tail, fail, mail, nail, pail, rail, sail, wail.
21. hen, den, pen, ten, men.
22. look, book, hook, nook, took.
23. bake, cake, lake, make, rake, sake, take, wake.
24. fell, bell, sell, tell, well, spell.
25. king, ring, sing, wing, bring, thing, cling.

**31. The Third Step in Writing.** — As his ability grows, the child will be able to write a story called up by a single word. The story may consist of one sentence, or more than one. Such work will stimulate the memory, assist the imagination, and continue the training in spelling and the recognition of the sentence. The directions are sufficiently explicit for this work in the Primer.

## CHAPTER II

### THE FIRST FIVE WEEKS

#### OUTLINE PLANS

#### 32. First Day.

1. Oral teaching of the first section of *The Bug in the Rug*.

- A. The telling of the story by the teacher (see § 2).

- B. Conversation on the story (see §§ 5-6 and 12-13).

- C. The reproduction of the story by the pupils.

2. Dramatization of the story (see § 7).

3. The reading from the blackboard of the first sentence (see §§ 8-9):

*This is the rug, the rug.*

4. Teach the words *rug* and *This* (see § 10).

**33. Second Day.**

1. Review of the words of the first day.
2. Teach *is*, *a*, and *the*.

NOTE. The method of teaching the story, suggested above and outlined more carefully in the preceding chapter, should be followed carefully in taking up each new section of a story.

3. Exercises for ear training and voice training (see § 4). These exercises should be continued daily.

**34. Third Day.**

1. Teach the second sentence as a whole :

*This is the bug, the bug*

*That lived in the rug.*

2. Teach *bug* and *lived*.
3. Make temporary groups (see § 20).

**35. Fourth Day.**

1. Drill work on words already learned.
2. Teach *that* and *in*.
3. Begin written work, teaching *in*.
4. Oral drill (see §§ 12-13).

**36. Fifth Day.**

1. Reading drill. Review reading of first page of Primer (see § 11).

2. Teach the second section of the story orally.
3. Dramatize second section of story.
4. Teach the reading of the sentence as a whole.
5. Teach *chick* and *caught*.
6. Practice in writing *in* (see §§ 21–24).

**37. Sixth Day.**

1. Teach the next two sections of the story :

*This is the cat, etc., and*

*This is the dog, etc.*

NOTE. Dramatization should be continued throughout the year.  
Further mention of it will be omitted from these outlines.

2. Teach *cat* and *dog*.
3. Take up the second word for writing, *is*.
4. Make such changes in grouping as are advisable  
(see § 20).

**38. Seventh Day.**

1. Conversational review of the whole story.
2. Teach *barn*.

NOTE. In the Primer the words in lists, inclosed in parentheses, are new words not contained in the story.

3. Take up the next section of the story :

*This is the bear, etc.*

4. Teach *bear*.

**39. Eighth Day.**

1. Reading review of the whole story (see §§ 18-19).
2. Teach the last section of *The Bug in the Rug*.
3. Teach *and* and *trap*.
4. Practice in writing *in* and *is*.

**40. Ninth Day.**

1. Take up first section of *The Tree by the Sea*.
2. Teach the reading of the first two sections.
3. Recognition of *sea* and *tree*.

**41. Tenth Day.**

1. Review of the work of the ninth day.
2. Teach *stood* and *by*.
3. Take up *cat* for written work.

**42. Eleventh Day.**

1. Second section of *The Tree by the Sea*.
2. New words: *nest*, *hung*.
3. Conversational review of story (see §§ 12-15).

**43. Twelfth Day.**

1. Page 11 of Primer.
2. Words for sight recognition: *bird*, *made*.
3. New word for writing: *the*.

**44. Thirteenth Day.**

1. Oral review (see §§ 12–15).
2. Reading review (see § 11 and §§ 18–19).
3. Page 12 of Primer.
4. New sight words: *fox, worried*.

**45. Fourteenth Day.**

1. Page 13 of Primer.
2. Sight words: *dog, little*.
3. Writing review: *in, is, cat, the*.
4. New written word: *and*.

**46. Fifteenth Day.**

1. Review of *The Tree by the Sea*, entire.
  - A. The telling by the teacher in amplified form.
  - B. Conversational review.
  - C. Reproduction by pupils.
2. Page 14 of the Primer.
3. Sight words: *boy, owned*.

**47. Sixteenth Day.**

1. Take up print (see § 16).
2. Teach the recognition of words from blackboard,  
just as they were first taught in script.
3. Read the first page of *The Bug in the Rug*.

**48. Seventeenth Day.**

1. Teach the first two lines of page 16 of the Primer in script on blackboard (see § 17).
2. Sight words: *my, father, mother.*
3. Read second page of *The Bug in the Rug.*

**49. Eighteenth Day.**

1. Teach last two lines of page 16, using script.
2. Sight words: *sister, brother.*
3. Read from Primer, third page, *The Bug in the Rug.*
4. Teach new word for writing: *This* (see § 25).

**50. Nineteenth Day.**

1. Take up the story of *The Dime.*
2. Sight words: *street, dime.*
3. Written work: *This is the cat* (see § 29).

**51. Twentieth Day.**

1. Continue work on page 17, in script.
2. Sight words: *found, I.*
3. Read from book *The Bug in the Rug.*

**52. Twenty-first to Twenty-fifth Day Inclusive.**

1. Pages 19–23 of Primer.
2. Sight words: *hatched, from, its, bit, an, was, man, set, am, Ned.*
3. Words for writing: *made, my, nest* (§§ 21–25).

## CHAPTER III

### PHONIC WORD STUDY

**53. The Importance of Phonetic Work.** — The importance of the phonetic study of words lies in the fact that the basis of our language is a number of elementary sounds, one or more of which make up the spoken word; and in the additional fact that by a knowledge of a comparatively few of these elementary sounds, which in the written language are represented by letters, the pupil can make out for himself a very large number of the words which he is called upon to read in his early years. This work, then, is not only a powerful aid in helping the child to acquire a reading knowledge of the language, but it is very important as a means of stimulating self-activity and self-reliance.

**54. The Principles of Phonetic Work.** — The first thing to be taken into consideration in the study of phonics is the elementary sounds represented by single consonants, and a few combinations of consonants. Pupils are taught, not the names of consonants, but the sounds which they represent: *b, c* (hard), *d, f, g* (hard), *h, j, k, l, m, n, p, qu, r, s* (sharp), *t, v, w, y*.

No mention should be made of sounds of letters different from those given above. If words in which the letters represent a different sound have to be taught, they should be taught as sight words.

The second principle underlying the teaching of words by this method has to do with the vowels. They are not taught singly, but in combination with certain consonants: *at, an, ug, en, in, ane, ine, un, ot*, and many others. This is followed by a study of some of the more common blends, such as: *bl, br, ch* (as in *child*), *ck, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sh, sm, sn, sp, squ, st, sw, th* (as in *then*), *tr, tw*, and *wh*. The next step is the building upon words by means of affixes, the most common of which are the suffixes *ed, er, est, ing, ish, ful, ly*, and *less*.

**55. The Beginning of Phonic Work.**—The study of phonics should not be taken up until the pupils have acquired a vocabulary of about fifty sight words. By this time they will have a good store of type words, including several rimes. The first lessons should always be based on the rimes, because they have already done part of the work of teaching the various sounds. The work should not be hurried. Only a single new combination should be taken up at one time, and it should be mastered by every member of the class before a new one is attempted.

## THE FIRST LESSON IN PHONICS

**56. Teaching the Blend.** — The first three stories of the Primer have been read, and the teacher begins a review in which the written work is taken up. This is the time to draw new information from the sight words. In the first story the rime *cat* and *rat* is taken up in the following manner: The teacher writes the words slowly on the board, one under the other. She then pronounces them several times, more deliberately each time, until they are separated into their proper sounds, *c-at* and *r-at*. Pupils are then asked to pronounce the words as the teacher has done. When a number have succeeded, volunteers are asked to give the sounds of the first letters *c* and *r* alone, and then the *at* alone.

Children must now learn to associate these sounds with the letters which represent them. The teacher covers the *at* in *cat*, and tells the pupils that she is showing them the part that represents the sound *c* (hard). This the children sound. She next does the same with *rat*. Then she covers the *c* and the *r*, and explains that the part of the words visible represents the sound *at*. Individual pupils make the sound. Now the sounds are made together slowly, first by the best pupil in the class, then the work

being continued till every member of the class can sound the two words properly. Too much stress cannot be laid upon thoroughness at the outset.

After this work has been mastered, which may take two or even three days, the rime, *bug* and *rug*, is taken up. In this case *bug* may be taken up alone and learned. Then the pupils' previous knowledge of *r* and *ug* should be drawn upon to learn *rug*. Now from the child's knowledge he may be taught a word which is not in the list of sight words. He has *b* and *at*, and the word *bat* should be added to his list. The list should be kept on the blackboard, and every new word that can be learned should be added.

Next the word *found* should be taken up; and from *f* and *ound* together with phonograms previously learned, three lists of words will result, as follows:

|     |     |       |
|-----|-----|-------|
| cat | rug | found |
| rat | bug | bound |
| bat |     | round |
| fat |     |       |

**NOTE.** No words should be included in these lists which children do not readily understand. For example, the word *ban* is omitted from the following list. Every word that the child uses, either in phonic drill or in reading, should be associated with thought. Thought is the most important thing in teaching, and phonic work will lose much of its value unless every word used represents an idea.

When the word *man* is taken up, the lists will be :

|     |     |       |     |
|-----|-----|-------|-----|
| cat | rug | found | man |
| rat | bug | bound | can |
| bat | mug | round | fan |
| fat |     | mound | ran |
| mat |     | sound | pan |

**57. Reading Drill in Phonics.** — When a group of words has been learned, children should be given practice in reading them in sentences. A story can be constructed by the teacher like the following :

This is a mat.

A cat is by the mat.

The cat caught a rat.

The rat was fat.

Interest will be added if the reading matter is in verse :

This is the *best* cat

That *ever* sat

On a mat

Or caught a fat rat.

The two words in italics are new, and must be taught as sight words before the reading of the lines is taken up.

**58. The Vowel Sounds.** — In the early phonetic work it is unnecessary to teach the vowels as separate sounds.

They are studied as parts of phonograms. The teaching of the vowel sounds serves no practical use; but, on the other hand, renders necessary the introduction of diacritical markings, which only complicate the child's work. The important item in the work of this period is to have the child associate definite sound values and definite thought values with visual images. If he associates sound values and thought values with words encumbered with markings, he has later to make new associations, because he has new visual images. In addition to this, diacritical marks tend to make the sound element of the word assume greater importance than the thought element. The result is inevitably slow reading.

**59. Phonic Drill.** — Phonic drill is a help to reading, but is not a part of it. It is simply a means. It should not intrude itself upon the reading lesson, but should be given at a different period of the day. The purpose of the reading lesson is to associate thought and the printed symbols that represent it. The purpose of phonic drill is to associate sounds with the various combinations of letters of the alphabet.

The aim of phonic drill should be the development of rapidity in the recognition of words. It makes use of the child's speaking vocabulary to help him understand the

printed page. The end sought must necessarily be attained by degrees. But there should be progress from the start. Many pupils will make rapid strides in a few months, while others will require from a year to a year and a half to pronounce words rapidly at sight.

As soon as the desired rapidity has been acquired in reading family groups, more time may be given to the actual reading from the book. The phonic drill, however, must not be neglected.

By means of these drills, a large number of the new words in the advance reading lesson are to be acquired. This will greatly reduce the number of sight words, and thus make progress in actual reading much more rapid.

No new words that can be taught by means of phonetic knowledge already possessed by the child should be taught as sight words.

For drill work pupils should be taught in small groups. These groups should always contain two or three of those who are quick. The work must never be allowed to drag. The drill must be frequent and rapid, and must deal with the same phonetic groups of words until pupils can read them at a glance.

The words in a phonetic group must not remain on the blackboard in the same order day after day. In fact, the

success of this drill work depends upon the presentation of a single word at a time. For this work the teacher should prepare sets of perception cards. This may be done by writing each word of a phonetic group on a separate card with india ink.

**60. Drill for First Half Year.**— For the first five months the drill should consist of :

1. Perception card drill.
2. Blend drill (for the most part single consonant with phonogram).
3. Teaching new sounds.
4. Drill on miscellaneous words.

**61. Drill for the Second Half Year.**— The work of the second half year will be similar to that of the first half. It will include :

1. The teaching of new phonograms.
2. The teaching of new sounds.
3. The teaching of blend words (containing two or three consonants and a phonogram).
4. Drill on miscellaneous words.

**62. Arrangement of Phonic Groups.**— In the second half year, the mastery of the vowel sounds may be facilitated by the proper selection and arrangement of the groups of words. Groups in which the vowels are long should be

taken up first. These are to be followed by groups in which the vowels are short. Double-blend words may also precede triple-blend words; and words containing single initial consonants should precede words with two or three initial consonants.

#### LONG VOWELS WITH DOUBLE BLEND

|      |      |     |
|------|------|-----|
| lay  | be   | by  |
| day  | he   | dye |
| gay  | me   | my  |
| hay  | we   | rye |
| may  | fee  | —   |
| way  | see  | fly |
| —    | —    | shy |
| clay | she  | sky |
| play | tree | spy |
| stay | flee | dry |
| gray | free | fry |
| pray | glee |     |

#### LONG VOWELS WITH TRIPLE BLEND

|      |      |      |
|------|------|------|
| make |      | rain |
| bake | came | gain |
| cake | dame | lain |
| lake | game | pain |

|       |       |       |
|-------|-------|-------|
| rake  | lame  | main  |
| sake  | name  | vain  |
| wake  | same  | —     |
| —     | tame  | chain |
| stake | —     | brain |
| drake | flame | grain |
| shake | blame | train |
| flake | frame | slain |
| snake | shame | plain |
|       |       | stain |
|       |       | Spain |

# SHORT VOWELS WITH TRIPLE SOUND

|      |        |       |
|------|--------|-------|
| cap  | king   | fell  |
| gap  | ring   | dell  |
| lap  | sing   | Nell  |
| map  | wing   | sell  |
| nap  | —      | tell  |
| sap  | cling  | well  |
| —    | sling  | —     |
| chap | bring  | smell |
| clap | thing  | spell |
| flap | sting  | swell |
| slap | spring | dwell |
| snap | swing  | shell |

CHAPTER IV  
THE SIXTH TO THE TWENTIETH WEEK

OUTLINE PLANS

**63. Sixth Week.**

1. Teach *The Meadow and the Field*.
2. Use both print and script (see § 16).
3. Teach the first phonograms (see §§ 53-56).  
*at* taken from *cat*, and initial letter *c* (hard).  
*ug* “ “ *bug* “ “ “ *b*.
4. Words for writing: *was, man, bit*.

NOTE. New sight words are listed at the back of Primer, and will not be given in these outlines.

**64. Seventh Week.**

1. Take up *Little Boy Blue*.
2. Do not lessen the oral work.
3. Phonograms: *ound* taken from *found*.  
*an* “ “ *man*.
4. Initial consonants: *f, m*.
5. Memory work: *Good Night*, Primer, page 30.
6. Written work: phonetic groups (see §§ 26-30).

**65. Eighth Week.**

1. Reading: Primer, pages 36-42.

2. Phonograms : *orn* taken from *horn*.

*ate*   “   “   *ate*.  
*all*   “   “   *call*.

3. Initial consonant : *h*, review.

4. Phonetic review :

cat, rat, bat, fat, mat, hat.  
bug, rug, mug, hug, hound.  
found, bound, round, mound.  
man, can, ran, fan.  
horn, corn, born, morn.

5. Written work : answers to questions (see § 25).

**66. Ninth Week.**

1. Finish *The Boat that John sailed*.

2. Phonograms : *ill*, taken from *will*.

*e*   “   “   *he*.

3. Initial consonants : *w*, review.

4. Written work : phonetic groups and sentences  
(see §§ 26–30).

5. Reading drill in phonics (see § 57).

**67. Tenth Week.**

1. Reading : First three pages of *The Squirrel*.

2. Continue written work of ninth week.

3. Phonograms : *id* taken from *did*.

*og*   “   “   *log*.

4. Initial consonants : *d, l*, review.
5. At the end of the tenth week the list of words derived from the phonic drill work will include the following :

|      |      |       |     |      |     |
|------|------|-------|-----|------|-----|
| cat  | rug  | round | can | corn |     |
| rat  | bug  | bound | ran | born |     |
| bat  | mug  | found | fan | morn |     |
| fat  | hug  | mound | man | horn |     |
| mat  | dug  | hound | Dan | worn |     |
| ate  | call | will  | he  | did  | log |
| rate | tall | rill  | be  | bid  | bog |
| mate | fall | fill  | me  | hid  | dog |
| hate | hall | mill  | we  | lid  | fog |
| late | wall | hill  |     |      | hog |

6. Teach *s* final with the following words :

|      |       |        |         |      |       |
|------|-------|--------|---------|------|-------|
| mill | mills | spring | springs | fill | fills |
| run  | runs  | feed   | feeds   | give | gives |
| turn | turns | rain   | rains   | sing | sings |

**68. Eleventh to Fifteenth Week Inclusive.**

1. Reading : Finish *The Squirrel*, and take *The Barn that Jack built*.
2. Memory work : *Rain, Rain, Go Away*, page 58, and *The Bee*, page 66.

3. Phonograms : *un* taken from *run*.

*urn* “ “ *turn*.

*eed* “ “ *feed*.

*ain* “ “ *rain*.

4. Group all the phonograms thus far taught (see § 59) according to the length of the vowel sounds, placing those having long sounds in one series of lists and those having short sounds in another, and add to these the new ones that come up, for drill purposes, as follows :

|           |      |      |      |      |
|-----------|------|------|------|------|
| <i>a.</i> | mate | gave | gain | laid |
|           | date | pave | pain | maid |
|           | fate | save | rain | paid |
| <i>b.</i> | be   | feed | heat |      |
|           | he   | need | meat |      |
|           | me   | seed | seat |      |
| <i>c.</i> | cat  | man  | and  |      |
|           | bat  | can  | land |      |
|           | hat  | pan  | sand |      |
| <i>d.</i> | bit  | will | did  |      |
|           | fit  | mill | bid  |      |
|           | hit  | hill | hid  |      |

5. Teach the following initial letters:  
*g* (hard) *k, s, t, v, y, th* (as in *this*), *bl, gl, and gr*.
6. Additional phonograms (see § 60):

*ent* taken from *went*.

*ut*    “       “    *nut*.

*ite*    “       “    *bite*.

*ood*    “       “    *wood*.

*ick*    “       “    *stick*.

*eat*    “       “    *beat*.

*ave*    “       “    *gave*.

*ack*    “       “    *Jack*.

*aid*    “       “    *maid*.

*ock*    “       “    *cock*.

*ay*    “       “    *lay*.

*ame*    “       “    *came*.

7. Teach ending *ing*.
69. **Sixteenth to Twentieth Week Inclusive.**
  1. Reading: Complete Primer.
  2. Phonetic work (see §§ 57–62).

A. A large amount of time during these final weeks should be spent in review of preceding lessons, stress being laid on the sounds of initial and final consonants, for the sake of clear enunciation.

B. Teach the ending *ed* in words like *filled* and *turned*, having the *d* sound, and in words like *milked* and *tossed*, having the *t* sound.

NOTE. Do not teach words like *marry*, *married*.

C. Teach the ending *er* from *farmer*, making new words from such words as :

|       |      |      |
|-------|------|------|
| sow   | grow | give |
| sleep | mill | bake |
| plant | eat  | make |

D. Teach the following new phonograms :

|            |                         |            |                          |
|------------|-------------------------|------------|--------------------------|
| <i>en</i>  | taken from <i>hen</i> . | <i>eal</i> | taken from <i>meal</i> . |
| <i>ig</i>  | “ “ <i>pig</i> .        | <i>een</i> | “ “ <i>queen</i> .       |
| <i>ow</i>  | “ “ <i>grow</i> .       | <i>ell</i> | “ “ <i>fell</i> .        |
| <i>ipe</i> | “ “ <i>ripe</i> .       | <i>ore</i> | “ “ <i>sore</i> .        |
| <i>ake</i> | “ “ <i>take</i> .       | <i>vow</i> | “ “ <i>vowed</i> .       |
| <i>ook</i> | “ “ <i>took</i> .       |            |                          |

## CHAPTER V

### PHONETIC PLANS (*continued*)

#### SECOND HALF YEAR

(Take up the First Reader.)

**70. First and Second Weeks.** — (a) During the first two weeks of the new term, when the First Reader is taken up, considerable time should be devoted to a review of the phonograms already studied. This will include a review of initial consonants. Stress should be laid on sounds represented by the following letters; as *bl, cl, cr, dr, dw, fl, sl, gr, sh, sp, sm, sw*, and *kn*.

Review basal phonograms *ew* taken from *grew*

|            |   |   |               |
|------------|---|---|---------------|
| <i>ade</i> | “ | “ | <i>made</i>   |
| <i>ell</i> | “ | “ | <i>fell</i>   |
| <i>eet</i> | “ | “ | <i>street</i> |
| <i>ow</i>  | “ | “ | <i>sowing</i> |
| <i>eed</i> | “ | “ | <i>feed</i>   |
| <i>ain</i> | “ | “ | <i>rain</i>   |

Review the terminations *er, ing*, and *ed*.

**71. Third and Fourth Weeks.** — (a) Review the new initial sounds with the following basal phonograms, taken from the advance work :

|            |            |              |
|------------|------------|--------------|
| <i>ay</i>  | taken from | <i>play</i>  |
| <i>ail</i> | “ “        | <i>tail</i>  |
| <i>ing</i> | “ “        | <i>being</i> |
| <i>eap</i> | “ “        | <i>leap</i>  |
| <i>eat</i> | “ “        | <i>meat</i>  |
| <i>ard</i> | “ “        | <i>guard</i> |
| <i>our</i> | “ “        | <i>flour</i> |

(b) Teach consonant sounds: *str, spr, fr, sn, ch, qu.*

**72. Fifth Week** — (a) Review the long and short sounds of *i* in basal phonograms taken from *The Old Woman and her Pig* :

|             |            |                 |            |            |             |
|-------------|------------|-----------------|------------|------------|-------------|
| <i>ile</i>  | taken from | <i>stile</i>    | <i>ill</i> | taken from | <i>will</i> |
| <i>ite</i>  | “ “        | <i>bite</i>     | <i>ig</i>  | “ “        | <i>pig</i>  |
| <i>ight</i> | “ “        | <i>to-night</i> | <i>im</i>  | “ “        | <i>him</i>  |

(b) Teach the following basal phonograms :

|             |            |                 |
|-------------|------------|-----------------|
| <i>ould</i> | taken from | <i>would</i>    |
| <i>ence</i> | “ “        | <i>sixpence</i> |
| <i>ire</i>  | “ “        | <i>fire</i>     |
| <i>oon</i>  | “ “        | <i>moon</i>     |
| <i>ink</i>  | “ “        | <i>drink</i>    |
| <i>ump</i>  | “ “        | <i>jump</i>     |

(c) Teach the ending *ful* from *handful*.

**73. Sixth Week.** — (a) Review the following :

1. Long sound of *oo* taken from *smooth, moon*, etc.

2. Short sound of *oo* taken from *stood*, *cook*, etc.

3. Long sound of *i* “ “ *mice* and *slide*

4. Short sound of *i* “ “ *lived* and *slid*

(b) Teach the soft sound of *c* as in *mice*.

(c) Teach the consonantal sound of *y* for the family group *you*, *yield*, etc.

(d) Teach short vowel sound of *y* as in *busy* and *every*.

**74. Seventh to Tenth Week.**—From this time forth, considerable attention should be given to terminations. The work on basal phonograms should be continued, the new combinations being taken up as they occur. Words in which vowel sounds are the exception rather than the rule, as in *learn*, *heard*, *pull*, should be taught as sight words. The teaching of too many sounds for the same combinations of letters can only lead to confusion.

(a) Teach the changing of *y* to *i*, and addition of *es* and *ed*. Review words to be used are *worried*, *married*, and *berries*.

(b) Teach consonantal sound *gn*, and review *qu* and *j*.

(c) Review vowel sounds:

*ee* as in *keep*

*ea* “ “ *beat*

*i* “ “ *strike* and *bite*

*i* “ “ *drink*, *stick*, and *spin*

(a) Teach phonograms :

*oud* as in *loud*

*ind* “ “ *kind*

*ine* “ “ *dine*

*ond* “ “ *fond*

*own* “ “ *crown*

*ish* “ “ *wished*

*ook* “ “ *brook*

*uck* “ “ *duck*

**75. Eleventh to Fifteenth Week.** — Let a considerable portion of the drill work of these weeks be devoted to the teaching of the effect of *e* final on preceding vowel sounds.

(a) Make comparative lists.

|      |       |      |       |
|------|-------|------|-------|
| fat  | fate  | rod  | rode  |
| mad  | made  | for  | fore  |
| Sam  | same  | not  | note  |
| bit  | bite  | tub  | tube  |
| slid | slide | plum | plume |
| slim | slime | cur  | cure  |
| dim  | dime  | cut  | cute  |

(b) Teach also the effect of final *e* after *g*.

|      |       |      |        |
|------|-------|------|--------|
| rag  | rage  | rig  | ridge  |
| wag  | wage  | brig | bridge |
| stag | stage | leg  | ledge  |

|      |       |     |       |
|------|-------|-----|-------|
| sag  | sage  | dog | dodge |
| rang | range | log | lodge |
| sing | singe | bug | budge |

**76. Fifteenth to Twentieth Weeks Inclusive.** — (a) Continue the work on basal phonograms, drilling on such new combinations as are met with.

(b) Drill on difficult consonantal sounds, such as *gh* in *enough*, *ph* in *elephant*, *s* in *rose*, as they appear.

(c) Drill on the terminations, *ed*, *ing*, *er*, *est*, *ly*, *y*, *less*, and *ness*, as opportunity offers.

### THE THIRD HALF YEAR

(Take up the Second Reader.)

**77. Broader Application of Principles already Learned.** — The work of the third term should consist largely in making a broader application of the principles and phonograms already learned. This does not mean that no new work should be taken up, but that the chief care of the teacher should be to see that the work of the first year is a real possession of the child, so that he can bring his knowledge into play without hesitation. The work is outlined in the final pages of the Second Reader. It should consist of the following things:

(a) Practice in the recognition of phonograms in words, whether they rime or not.

(b) The ready formation of new words by means of the suffixes, *ing*, *ed*, *er*, *est*, *y*, *ly*, *ness*, *less*, *ful*, and *ish*.

Examples :

|          |          |
|----------|----------|
| cold     | need     |
| colder   | needed   |
| coldest  | needy    |
| coldly   | needless |
| coldness | needful  |

(c) The changing of *y* to *i* before adding *es* or *ed*.

Examples :

|         |         |
|---------|---------|
| carry   | daisy   |
| carries | daisies |
| carried |         |

(d) The doubling of final consonants in words of one syllable ending in a single consonant preceded by a single vowel, before the addition of the suffix.

Examples :

|         |         |
|---------|---------|
| big     | fan     |
| bigger  | fanning |
| biggest | fanned  |

(e) The dropping of final *e* before adding *ing*.

Examples :

|        |        |        |
|--------|--------|--------|
| take   | dive   | hide   |
| taking | diving | hiding |

(f) Formation of plurals when *es* is needed.

Examples :

|     |       |
|-----|-------|
| box | boxes |
| fox | foxes |

(g) The sound value of the termination *ion* preceded by *n*, *t*, *s*, and *x*, as in

|           |           |         |            |
|-----------|-----------|---------|------------|
| companion | attention | passion | complexion |
|-----------|-----------|---------|------------|

#### FOURTH HALF YEAR

**78. Review Work.** — A large part of the work of this term will be review. It will consist of —

(a) Daily drills on miscellaneous lists of words such as are given on the back pages of the Second Reader, containing phonograms previously taught.

(b) Review exercises in the pronunciation of words variously affected by the addition of the suffix *ed*.

|           |          |              |
|-----------|----------|--------------|
| 1. killed | 2. asked | 3. delighted |
| swelled   | winked   | planted      |
| happened  | hopped   | started      |
| lived     | barked   | wanted       |

(c) Review of lists of words which change *y* when taking the suffixes *es*, *er*, *est*, *ful*, *ly*, *ed*, and *ing*.

(d) Drill on all difficult exceptions to ordinary phonetic groupings, *teaching them as sight words*.

**79. New Suffixes.**—Special attention should be given during the fourth half year to the teaching of new suffixes. These should be taught as terminal phonograms. Later their uses may be considered.

These terminations are as follows :

|             |       |                            |
|-------------|-------|----------------------------|
| <i>ant</i>  | as in | <i>servant, elegant.</i>   |
| <i>ance</i> | “ “   | <i>distance, elegance.</i> |
| <i>able</i> | “ “   | <i>comfortable.</i>        |
| <i>al</i>   | “ “   | <i>musical, several.</i>   |
| <i>age</i>  | “ “   | <i>cottage, marriage.</i>  |
| <i>ent</i>  | “ “   | <i>agent, student.</i>     |
| <i>ess</i>  | “ “   | <i>goddess, mistress.</i>  |
| <i>ite</i>  | “ “   | <i>appetite, polite.</i>   |
| <i>ure</i>  | “ “   | <i>picture, pleasure.</i>  |
| <i>ling</i> | “ “   | <i>duckling.</i>           |
| <i>ious</i> | “ “   | <i>precious.</i>           |
| <i>ient</i> | “ “   | <i>patient.</i>            |

**80. The Parts of Irregular Verbs.**—Without hinting at the fact that they are the principal parts of verbs, or even that they are verbs, some drill should be given at this early stage of the pupil's work in the correct forms of certain irregular verbs. Verbs whose principal parts are formed alike should be grouped and studied in phonetic drill exercises.

|          |          |           |        |
|----------|----------|-----------|--------|
| 1. feed  | feeding  | fed       |        |
| bleed    | bleeding | bled      |        |
| speed    | speeding | sped      |        |
| 2. lay   | laying   | laid      |        |
| pay      | paying   | paid      |        |
| say      | saying   | said      |        |
| 3. sing  | sang     | singing   | sung   |
| ring     | rang     | ringing   | rung   |
| spring   | sprang   | springing | sprung |
| 4. drink | drank    | drunk     |        |
| shrink   | shrank   | shrunk    |        |
| sink     | sank     | sunk      |        |
| 5. bind  | bound    | 6. cling  | clung  |
| find     | found    | sting     | stung  |
| grind    | ground   | swing     | swung  |
| wind     | wound    | sling     | slung  |
| 7. blow  | blew     | blown     |        |
| grow     | grew     | grown     |        |
| know     | knew     | known     |        |
| throw    | threw    | thrown    |        |

## CHAPTER VI

### STORIES FOR THE TEACHER TO TELL

#### THE BUG IN THE RUG

Once there was an old rug lying in the corner of a farmer's barn. One day a little bug was passing that way and saw it.

"Oh!" he exclaimed, "how fine this is! It is just what I have been looking for. What a snug house it will make for me!"

He crawled into it and made his home there. Every day he went out to get something to eat, and then came back to his warm bed in the rug. But one morning he got up a little later than usual; and when he came out, an old hen and her chickens were just passing by.

One little chicken, who was behind the others, spied the little bug.

"Oh, ho!" said he, "what a fine breakfast you will make!" And he caught the little bug

That lived in the rug.

By this time the old hen and the other chickens had gone out of the barn, and the one lone little fellow became afraid and began to cry and run.

Alas! he had stayed too long, for just then a great fat

rat came out of his hole in the floor and saw the poor little frightened chick.

“Ah!” said he, “what a fine breakfast you will make! I have not had a taste of chicken for months.”

He caught the poor chicken

That caught the bug

That lived in the rug,

and started for his hole. The chicken was fat, too, and the rat did not know just how to get it into the hole. He stopped to think what to do about it.

Just then Pussy happened along, walking very quietly. She saw the rat, although the rat did not see her.

“Ha, ha!” she said; “I am hungry, too, Mr. Rat. You will make me a fine breakfast.”

Pussy seized the rat

That caught the chick

That caught the bug

That lived in the rug,

and started off with him. The little chicken got away, and ran chirping to his mother. But just as Pussy was going out of the barn, a big dog rushed up.

“How’s this!” he growled. “Are you, Mrs. Pussy, to have a fine breakfast, while I go without?”

He caught the cat

That caught the rat  
That caught the chick  
That caught the bug  
That lived in the rug,

and shook her so hard that the rat got away. But Pussy was very angry at this, and scratched the dog so hard that he was glad to let her go. Then she chased him and he ran away into the woods.

There the dog met a bear that was very hungry. He had had nothing good to eat for days.

"Now," said the bear, "I shall have something to eat. I am tired of living on berries."

He caught the dog

That caught the cat  
That caught the rat  
That caught the chick  
That caught the bug  
That lived in the rug,

and started off with him.

He was so joyful over the thought of a good breakfast that he did not look to see where he was walking. On the way he stepped into a trap that a farmer had set for him. So the trap caught the bear

That caught the dog  
That caught the cat  
That caught the rat  
That caught the chick  
That caught the bug  
That lived in the rug.

It hurt him so that he could do nothing but howl for a time. The dog got away and ran home.

The trap was old and not very strong. The bear pulled and pulled, and at last he, too, got away.

#### THE TREE BY THE SEA

Once, a long time ago, there was a great tree that stood by the sea. The winds blew through it and the ships sailed by. It was a pleasant place for a tree to grow.

One summer a bird came and made a nest in the tree. She brought sticks and straws and wove them together. She brought strings, too. Then she filled all the holes up with mud, so that it made a nice, warm little house.

The nest hung in the tree  
That stood by the sea.

When it was all finished, the bird laid three eggs in the nest. Then she sat on them day and night to keep them warm. And she thought of the wee little birds she would soon have.

At the foot of the tree there were bushes. These were very thick, and in them a large fox hid himself day after day. The bird sometimes came down from its nest and hopped along on the sand. The fox would hide behind a large bush and spring out suddenly; but the little bird was always very quick, and flew up to the branch, and so escaped the fox. Yet the fox worried the bird

That made the nest

That hung in the tree

That stood by the sea.

One day a boy came along with his dog. The dog found the tracks of the fox, and followed them. There was a long chase, but finally the dog caught the fox

That worried the bird

That made the nest

That hung in the tree

That stood by the sea.

The dog did not kill the fox, but waited for his master — the boy — to come. Soon the boy that owned the dog

That caught the fox

That worried the bird

That made the nest

That hung in the tree

That stood by the sea

came, and saw the fox. The boy was kind-hearted, and felt sorry for the fox. So he called the dog away and let the fox go. After this, however, the dog came back to the tree every day to see if he could find the fox again. But it happened that the fox went away and found a home for himself a long way off, and never worried the bird again.

### THE DIME

Ned was a little boy who lived in a small village. He had a little pet hen. He called her Peggy. He liked her very much, and wished that she might hatch some chickens.

One day, when Ned was playing in the street with his little friends, he found a dime. It did not belong to any of the other boys, and Ned could not find its owner; so he kept it.

It was in the springtime, and Ned bought some eggs and set them under Peggy. Peggy was very proud. She wished to have some baby chicks, to make life more pleasant.

Ned used to go almost every day to see if the eggs had hatched. But it takes a long time for chickens to hatch, and it was only after three weeks that Ned found one morning a little downy chicken in the nest under the hen.

Ned was greatly disappointed that only one chicken hatched, but he became very fond of this chick

That hatched from the egg

That he bought with the dime

That he found in the street.

In the barn, where the chicken used to go to get grain, there was a large rat. Ned had seen him several times, and so he made a little yard for the chicken. He wished to keep it from the barn. The little pet, however, used to get away very often. As soon as he was out, he ran to the barn for grain.

One day, when Ned was near the barn, he heard the chicken make a noise as if it were greatly frightened.

“Oh!” he cried, “that rat has caught the chick

That hatched from the egg

That I bought with the dime

That I found in the street.”

Ned ran as fast as he could to see what the matter was. The rat had just caught the chicken. When he saw Ned, however, he let go, and ran away as fast as he could.

Ned was afraid that the rat would kill the chicken. He bought a trap.

That night Ned's father set the trap in the barn, and it was not many days before the rat was caught. Ned was

very happy now, and was glad because his father had helped him.

So, one morning, when Ned's father said to him, "Whose boy are you?" Ned replied:

I am Ned,  
The boy of the man  
That set the trap  
That caught the rat  
That caught the chick  
That hatched from the egg  
That I bought with the dime  
That I found in the street.

#### THE MEADOW AND THE FIELD

Away on a beautiful hillside, where the warm sun loved to lie, were a meadow and a field. They had long been friends and neighbors. Neither would have known what to do without the other.

It was in the glad summer time when everybody and everything were happy. The meadow lark, the bluebird, and the robin flitted or hopped about. They were as busy as bees and as happy as children in fairyland.

"Friend Meadow," said the Field, "what a glorious day it is! How I wish I could come over to call on you!

But you and I always have to stay in our own place, and attend to our duties. But wouldn't it be lovely to move about and see something of the world now and then?"

"Yes, dear Field; it would be delightful! But if we can't go to see the world, much of the world comes to us. There are the sun, and the moon, and the stars, that come by day and by night. The refreshing rain comes and washes our faces and makes us well and happy."

"That is very true," answered the Field; "the warm sun and the refreshing rain come and make the grass grow for you, and the corn grow for me. Then there is the beautiful dew that decks us with jewels like diamonds."

"Yes, I think we should be very happy after all," said the Meadow. "We see the most beautiful things in the world; for there are also the blue sky and the fleecy white clouds above, and we can see the beautiful valley and the hills beyond it."

"Besides, there are so many people that we help to make happy, and so many birds and animals and men that depend on us for something to eat," said the Field. "Yes, it is a good thing for us to stay here and work the whole summer long."

For a while both the Meadow and the Field were silent. They looked about over the beautiful hills and valleys,

and up at the blue sky with its white, fleecy clouds. Just then a rabbit came hopping into the field, and a squirrel scampered along the fence. A moment later a meadow lark dropped down to her nest in the tall grass of the meadow.

"We both have friends," said the Meadow, "and I am glad to see them. How bright and good-natured they all are!"

"And I love them dearly," said the Field with a smile, as the rabbit hopped up to nibble at a stalk of corn.

"But the sheep are the dearest of all," said the Meadow, as she looked away to the pasture. "I wish they would come frequently. But they can't get away very often, they are watched so closely. They are so gentle and peaceful; I should like to have them stay always."

"And the cows, too," the Field added, and she also looked away to the pasture. "I like them very much, and they like me. It is a good thing in this great world to have friends to love."

Here the Meadow paused, and seemed to be straining her eyes to see. At last she spoke again.

"But look, neighbor Field," she went on, "I think we are going to get our wish. Are not those the sheep and cows coming this way now? It is too early for them to go

home for the evening. Besides there is no boy nor dog with them."

"It is just as you say, dear Field," answered the Meadow ; "they are coming to see us"; and the Meadow almost bounced with joy.

It was only a little while before the cows came capering into the field and the fleecy white sheep bounced into the meadow and began to eat the fresh grass. All were very happy.

"Eat all you need," said the kind Meadow to the sheep ; "but do not trample the tall grass down and waste it ; for you will need that this winter, when I am covered with snow."

And the Field said to the cows, "Do not eat too much corn, for it may make you ill."

Just then a horn blew, and the cows and the sheep knew that they were discovered.

"There comes the boy," they said, "to drive us away."

"I am sorry that you must go so soon," said the Meadow to the sheep. "I hoped you could stay longer."

"Good-by," said the Field to the cows ; "come again as soon as you can."

The sheep and the cows hurried back to the pasture, and the boy fastened the bars tight.

## LITTLE BOY BLUE

Little Boy Blue lived in the country where the breezes blew, the birds sang, and the brooks babbled in and out among the stones and rushes. There were wide pastures, too, where the cows and sheep fed ; there were meadows where the tall grass waved ; and fields where the corn grew.

Sometimes the cows and sheep used to get out of the pasture. They would break down the fences or go through the bars, which Little Boy Blue had left down.

Little Boy Blue had a sister. Her name was Sue. This brother and sister lived with their mother in a neat little house by the roadside.

One warm day in summer Little Boy Blue was lying under a great maple tree, listening to what the breeze was saying. Sister Sue was playing near the house. Mother was in the house, working ; but she happened to look out across the meadow, and saw the sheep in the tall grass. Then she saw the cows in the corn. Mother then called to Sister Sue, whom she could see through the window.

Mother said, " Sister Sue,  
Where is Little Boy Blue ? "

The girl did not know where Little Boy Blue was ; but she looked about, and at last saw him lying by the maple tree.

“By the tree,” said Sister Sue

“Is Little Boy Blue.”

“Go,” said mother, “and tell Little Boy Blue to run to the meadow and blow his horn, for the cows and the sheep are out of the pasture. Tell him to hurry.”

“Little Boy Blue,”

Said Sister Sue,

as she ran to where Little Boy Blue lay under the maple tree,

“Little Boy Blue,

Come, blow your horn.”

Little Boy Blue was startled from his dream. He jumped up quickly and said :

“Why, Sister Sue,

Must Little Boy Blue

Come blow his horn ?”

Sister Sue pointed to the meadow, and then to the field of waving corn, saying,

“Little Boy Blue,

Come, blow your horn,

For the sheep are in the meadow

And the cows are in the corn.”

Little Boy Blue looked ; and, sure enough, there were all the sheep feasting on the tall grass. And the cows were

eating corn as fast as they could. They knew they would not be allowed to stay there long, and they wanted to eat as much as possible.

So Little Boy Blue snatched up his horn and ran to the meadow as fast as he could. He blew his horn as he went, and the sheep heard it. They scampered back to the pasture, for they knew very well where they belonged.

Then he ran to the cornfield, and blew his horn again and again. When the cows heard it, they knew they could have no more corn that day; so they, too, went back to the pasture.

So Little Boy Blue  
Did blow his horn,  
The sheep came from the meadow  
And the cows came from the corn.

#### THE BOAT THAT JOHN SAILED

Boys, you know, like to do things out of doors. Some like to play games, some like to ride ponies, and some like to sail boats. John liked to do all of these things, but most of all to sail a boat. His grandfather had been a sailor.

“O grandfather!” said John one day, after grandfather had been telling one of his best stories of the sea, “I

wish I had a boat. I could sail it on the pond here, and learn to be a sailor, too."

"We might think about that, John," said grandfather; "but it takes lumber to make a boat."

"We might go to father's woods and cut down a tree, just as father does when he wants lumber to make a shed, or repair the barn."

"Well, we might see," was all that grandfather would say.

But one day he threw his ax over his shoulder and called to John to come along. They went out into the woods, and grandfather cut down a great tree. Then he cut all the limbs off and there it was, a big fine log, ready to go to the sawmill.

The next day they took the horses, and dragged the log to the mill. There the sawyer turned something, which let the water run into the water wheel, and the great saw began to whirl round, and the log was sawed into boards.

They took the boards home, and grandfather set to work to make a boat for John. But it was not an easy task, and it took many days to do all the work, and John had plenty of time to think, as he sat watching his grandfather saw and plane and hammer. "I think it is won-

derful," he said one day, "how the water keeps running down day after day to turn the mill wheel. Where does all the water come from? I should think it would all run out at last."

"Ah, my lad," answered grandfather, "there are many springs up in the hills. The water flows from them all the time. They fill the stream, and the stream turns the wheel that runs the mill."

"Yes, grandfather," said John; "but why don't the springs run dry? Where do they get so much water?"

"The rain, my dear boy," said grandfather. "Didn't you ever see it rain? The rain sinks into the ground, and finds its way to the springs, where it boils up."

"Just one more question, grandfather. Where does the rain come from?"

"Why, from the clouds that float across the sky. They gather the moisture from the air, and hold it till the earth needs it, and then they shake it out, and it comes down in raindrops."

"Isn't it beautiful and wonderful," said John, "I should like to know more about it, but I think I have asked you questions enough for one day."

Grandfather thought so too.

But John kept on thinking about the cloud

That gives the rain  
That fills the spring  
That feeds the stream  
That turns the wheel  
That runs the mill  
That sawed the log  
That furnished the lumber  
From which was made  
The boat that John sailed.

### THE SQUIRREL

It was early in September. The trees were just beginning to turn yellow and red. Mr. Nutcracker, the squirrel, had long ago eaten all the nuts that he had stored up the fall before.

For some time he had been eating seeds from the maple trees, and the heart of the birch-tree cones.

He was getting very hungry for some real nuts. So he went to the butternut tree, which was not far from his home, and said: "Tree, tree, give me a nut."

But the tree knew that the nuts were not yet ripe. She thought they might not be good for Mr. Nutcracker. Besides, she wanted him to like the nuts and praise them.

She knew that they would taste very much better when they were quite ripe.

"I am sorry, Mr. Nutcracker," she said, "but I can give you no nuts to-day. They are not yet ripe."

"Please," said Mr. Nutcracker, "just let me try one. I am very hungry."

"No!" said the tree; "you must wait a week or so till the nuts are ripe."

Then the squirrel curled his tail a little more, to show that he was cross, and scampered away. He went home very cross.

"I know what I'll do," he said to himself; "I'll go to Mr. Man and ask him to cut the tree. Then the nuts will ripen more quickly."

So the next morning he hurried to find the man who owned the tree. The man was going across a field with an ax in his hand. The squirrel ran up to the man and said:

"Man, man, cut tree;

Tree will not give me a nut!"

"No!" said the man, "I will not cut the tree. Wait till the nuts are ripe, then the tree will give you a nut."

The squirrel curled his tail closer to his back, and ran away home, very cross again.

That night he dreamed about nuts, and next morning he decided to try again. "I will find a dog," he said to himself, "and have him bite the man. Then the man will cut the tree and the tree will give me a nut."

So away went Mr. Nutcracker; and he searched until he found a dog. He said to the dog:

"Dog, dog, bite man;  
Man will not cut tree,  
Tree will not give me a nut."

"No, no!" answered the dog; "I will not bite the man. The man never did me any harm. He is my master, and is good to me. Be patient, Mr. Nutcracker, and you will get plenty of nuts when they are ripe."

The squirrel went home cross.

"I will get the best of them yet," he thought. "Tomorrow I will go and get a stick to beat the dog, so that he will bite the man; then the man will cut the tree, and the tree will give me a nut."

So the squirrel went to a great stick that stood by the barn door, and said:

"Stick, stick, beat dog;  
Dog will not bite man,  
Man will not cut tree,  
Tree will not give me a nut."

“Oh, no! oh, no!” said the stick. “I will not beat the dog, for the dog never did me any harm. Only wait a few days longer, Mr. Nutcracker, and the nuts will be ripe. They will be much better than they are now, too, and the tree will give you all you need.”

Mr. Nutcracker started off as fast as he could go. He was very cross that night.

“I shall not give up so easily,” he said to himself, next morning. “But what can I do now? I will start out, and maybe some new idea will come to me.” So away he went along the rail fence and the stone wall.

But what was that? As he came near the man’s house, he saw a fire in the yard. The man was burning weeds and bushes.

“That is just the thing,” thought the squirrel. “I’ll go and ask the fire to burn the stick, and make it beat the dog, so that the dog will bite the man, and the man will cut the tree, and the tree will give me a nut.”

So he went to the fire, and said:

“Fire, fire, burn stick;  
Stick will not beat dog,  
Dog will not bite man,  
Man will not cut tree,  
Tree will not give me a nut.”

“No, no,” said the fire; “I will not burn the stick, for the stick never did me any harm. Besides, I am having troubles of my own. In a little while all these weeds will be burned up and I shall be dead.”

“I am very sorry for you,” said Mr. Nutcracker. He looked up and saw a big cloud. “Ah, I will ask the rain to put out the fire. Then the man will have to build it again.”

So Mr. Nutcracker lifted up his hands, and said:

“O rain, rain, put out the fire;

Fire will not burn stick,

Stick will not beat dog,

Dog will not bite man,

Man will not cut tree,

Tree will not give me a nut.”

The rain felt sorry for the squirrel, because he had tried so hard to get a nut, and he said to Mr. Nutcracker, “I will do as you ask.” And in a few minutes he began to sprinkle the big drops down.

Then the rain began to put out the fire,

The fire began to burn the stick,

The stick began to beat the dog,

The dog began to bite the man,

The man began to cut the tree.

And the tree gave the squirrel a nut. That night the squirrel went home happy. He did not eat the nut himself, but gave it to Mrs. Nutcracker.

### THE BARN THAT JACK BUILT

Once there was a man whose name was Jack. Jack had a fine little farm in the country. He raised corn and wheat and many other things on his farm.

Jack had no wife and children to care for; but he had horses and a cow and some sheep. On Jack's farm there was neither a house nor a barn.

Jack began to think about building a house and a barn. He wanted a place to live, and he wanted a barn for his horses, cow, and sheep. Soon winter would be coming.

Jack decided that the horses and cow and sheep needed a place more than he did. He could live somewhere else for a while. Or he could fit up a room for himself in the barn.

"That is just what I will do," he said to himself. "I will build a cozy little barn for the hay and the horses and the cow and the sheep; and I will live there too, until I can build the house."

So Jack went to work with hammer and saw. It

seemed a big undertaking. But it was only a few weeks before the barn was built, and Jack moved into it.

There was a maid who lived near by. She used to come to buy milk of Jack. Sometimes it happened that Jack had to work very late in the fields. Then the maid called the cow into the barn, and milked her. She strained the milk, took what she wanted, and set the remainder in a pan for Jack.

Sometimes Jack had to have some one help him in the fields. He hired a man. Once the hired man went to the barn for something, and saw the maid, who had just milked the cow.

“Ah,” he said, “this is the maid  
That milked the cow  
That stood in the barn  
That Jack built.”

He thought her very pretty, and kissed her.

The maid ran away; and it was many days before she came again. But every time the man saw her he liked her more. Finally the maid consented to marry Jack's hired man. So the man went to the priest who lived in the town not far away. The priest was not yet up. The man thought this strange. So he knocked and knocked till he waked the priest.

“I am so sorry,” said the priest, “to keep you waiting,

but it is unusual for me to sleep this way. I am almost always waked by the crowing of the cock, early in the morning. But a fox has been worrying the cock lately, and I think he must be afraid to crow."

"We shall have to see to that," said the man.

"Now what can I do for you?" asked the priest.

"I wish you to marry me to-morrow," answered the man.

"To whom, my good man?" asked the priest.

The man answered :

"To the pretty maid  
That milked the cow  
That stood in the barn  
That Jack built."

"I will do it right gladly," replied the priest, with a jolly smile, "if you will only dispose of that fox."

So that day the man took his gun and went in search of the fox, which he killed after a long hunt.

The cock seemed to know that he was safe now. The next morning he crowed, and waked the good priest as usual. And the priest married the man

That kissed the maid  
That milked the cow  
That stood in the barn  
That Jack built.

## THE HOUSE THAT JACK BUILT

At last the work in the fields was done. The hay and grain were all gathered into the barn that Jack had built. Jack was happy, but he had very little to do.

"I think it might be a good plan for me to build a house," he said to himself. "Sometime I shall need a wife."

So Jack set to work. He went into the woods and cut down large trees, which he made into logs. These he drew to the mill, where they were sawed into lumber. Then Jack drew the lumber to his farm.

For weeks and weeks he worked. He sawed and hammered day after day, week after week. At last he had a lovely new house. So Jack no longer lived in the barn. He moved into his fine new house.

But the house was larger than Jack needed. So he stored away some malt in one of the empty rooms.

"Here," said Jack, "it will be safe from the rats and mice."

But Jack was mistaken. Rats and mice are very wise. They like to live in new houses as well as other people. It was only a few days after Jack had brought the malt home, when, one morning, he discovered a hole in one of the bags.

“Well, well,” exclaimed Jack, “this must be looked to. I see I shall need a cat.”

That very day Jack set out in search of a cat. He found a neighbor who had several, and Jack came home with a fine big one. Pussy seemed very much at home in Jack’s house. She purred softly, just as a contented cat ought to purr. The first night she caught the rat

That ate the malt

That lay in the house that Jack built.

But Jack had a dog, and the dog liked to worry the cat. He liked to worry her when she was drinking her milk. He would drive her away and drink the milk.

But the dog was punished for being unkind to pussy. Jack had a cow with a crumpled horn. This cow was a pet of Jack’s, and he allowed her to go wherever she liked ; but she never got into mischief.

One day the dog thought he would worry pussy again. But the cow was displeased at the dog’s barking. She ran after the dog, and caught him on her crumpled horn.

She tossed this dog

That worried the cat

That killed the rat

That ate the malt

That lay in the house that Jack built.

One day a maiden came to Jack's house. She was looking for work. She seemed poor and forlorn, and Jack felt sorry for her. Since he had many things to do in the fields, Jack hired the maiden all forlorn to tend his house and milk the cow with the crumpled horn.

Jack learned after a while why the maiden was so forlorn. Her lover had gone away to the war, several years before. Now the war was over, and he had not come back. The maiden thought he must be dead.

But things often turn out better than we think. One evening Jack was sitting in the door of his house. He heard some one coming, and looked up. It was a man in torn and tattered clothes. Jack felt very sorry for him.

"Here comes a poor man for something to eat," he called to the maiden, who was inside washing the dishes.

She came to the door to see the man. But instead of going back to get him something to eat, she rushed down the road to meet him. And the man ran toward her and kissed her. He was her lost lover. Jack was glad to see the maiden happy again.

The next morning, the man all tattered and torn went to the priest. It was very early, but the priest was up. The cock crowed every morning, now that the fox was dead, and waked the priest. Already the priest was shaven and shorn,

And he married the man all tattered and torn,  
That kissed the maiden all forlorn  
That milked the cow with the crumpled horn  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

Then the priest went to see the farmer that kept the  
cock that crowed in the morn. He found him sowing  
corn. He told the farmer about the man all tattered and  
torn. The farmer was kind-hearted, and besides he needed  
help. So the man worked for the farmer sowing his corn,  
That kept the cock that crowed in the morn,  
And waked the priest all shaven and shorn.

And the maiden all forlorn still kept Jack's house. In  
a few years, however, they earned so much money that  
they bought a farm of their own, and were very happy.

### LITTLE BO-PEEP

Bo-Peep was a little girl who lived in the country  
among the fields and meadows. She was a friend of  
Little Boy Blue. She loved the trees and the birds and  
the streams just as Little Boy Blue loved them.

Little Bo-Peep had a horn, too, like Little Boy Blue's. If she could have been a boy, she would have been Little Boy Blue.

Bo-Peep's father had cows and sheep, and they were just like other people's cows and sheep. They got out of the pasture as often as they could, and went into the meadow or cornfield.

Bo-Peep used to go out to watch the sheep. But the sun got very warm, and Bo-Peep got sleepy. So she went over into the meadow and lay down beside a haystack and went fast asleep.

The sheep thought that would be a good time to go visiting. They didn't know where Bo-Peep had gone. So they stole out of the pasture, and scampered over into the meadow.

"We shall have some of that new-mown hay," they said to themselves.

But they all came to a halt very suddenly. What was that? There was Bo-Peep lying on the very hay they were going to eat. But she did not blow her horn or say anything. So they quietly went over to another haystack and began eating.

Some were white,  
And some were black,  
Each with a tail behind his back.

The cows saw the sheep in the meadow, and they thought that they would not stay in the pasture alone.

“A little walk and a bite of good juicy corn will do us no harm,” they said. And away they went, running and jumping and tossing their heads.

Some were red,

And some were black,

Each with a tail behind her back.

Soon Little Boy Blue came along. He saw the sheep eating in the meadow and the cows in the corn. He looked for Little Bo-Peep, but could not see her.

“I wonder where she can be; she is always somewhere about. Bo-Peep! Bo-Peep!” he cried. But she did not answer. So he climbed over the fence into the meadow. When he saw her lying asleep on the hay, he shouted :

“Little Bo-Peep, awake from sleep,

For, see, the meadow is filled with sheep.”

Then he sang to himself,

“Some are white,

And some are black,

Each with a tail behind his back.”

While Little Boy Blue stands looking at her,

Little Bo-Peep awakes from sleep

And sees the meadow filled with sheep.

"Oh, dear!" cries Little Bo-Peep. "What has happened? Why, you naughty little black and white sheep! What shall I do with you?"

Little Bo-Peep looks for her horn,  
And sees the cows all in the corn.

"Oh! you naughty red cows, and you naughty black cows!" she cried. "What shall I ever, ever do with you?"  
• She jumps up so quickly that all the sheep are frightened and run away,

Both white and black,  
Each with a tail behind his back.

Then little Bo-Peep runs to the cornfield and blows her horn. The cows hear the horn, and come running out of the corn.

So cows and sheep all, all come back,  
Each with a tail behind his back.

### THE LITTLE RED HEN

Little Red Hen lived in a tiny house in the barnyard all by herself. She didn't expect to be alone very long, however. She had laid seven little white eggs, and she was going to lay two more. After that she intended to sit on them and keep them warm for three whole weeks. Then she would have some little chicks to care for.

In the same farmyard lived a pig, a dog, a cat, and a rat. Sometimes they did not get along very well together. The dog liked to worry the cat, and the cat liked to worry the rat. And all of them worried Little Red Hen sometimes.

But now it was the lovely springtime. Everybody was happy. Birds were singing and building their nests; the farmer was whistling in the fields; and the Little Red Hen was clucking busily to herself as she scratched in the barnyard.

At last, near the barn door, she found some corn. It had fallen out through a hole in a sack which the farmer was carrying to the field. At first Little Red Hen was going to eat the corn. Then she thought of the little chicks she expected to have.

"It will be better to plant this," she said; "then in the fall there will be much more of it. I wonder if I can get any of my friends to plant it, while I look for more."

She called to the dog and the cat and the pig and the rat. They all came running.

"Who will plant this corn for me?" she asked.

"I will not plant it," said the pig.

"Neither will I," said the rat.

"I will not," said the dog.

"Nor I," said the cat.

"I will then," said the Little Red Hen.

So with her quick little feet she scratched up a place near the house. Then she carried the corn in her bill and placed it in the ground. With her feet she covered the corn with soft soil.

Soon the corn began to grow. But the weather became very warm and dry. For days and days no rain fell. The corn became very thirsty. Little Red Hen saw that it needed a drink.

"Who will water this corn?" she asked.

"Not I," said the dog.

"Not I," said the cat.

"Not I," said the pig.

"Not I," said the rat.

"Oh! I will then," said the Little Red Hen.

She went to the shed and got a waterpot. This she filled at the trough where the horses and cattle drank. And she carried the water alone and watered the thirsty corn. Day after day she did this, and the corn grew very fast.

The corn was not the only thing that grew. The weeds began to grow, too, — pigweed, smartweed, and ragweed.

"Surely," thought the Little Red Hen, "some of my

friends will help me pull the weeds. I should think that Piggy would be glad to get the pigweed."

So Little Red Hen called to her four friends, and they all came running. It seemed as if each one was trying to get there first.

"Who will pull these weeds?" asked the Little Red Hen, in her pleasantest voice.

"Not I," said the dog and the cat.

"Not I," said the pig and the rat.

And they all turned and ran away.

"Oh! I will then," said the Little Red Hen; and she went to work. With her trim little bill she pulled out every weed. When she had finished, there was not the smallest weed to be seen.

Then the corn grew faster and faster. All summer long Little Red Hen watered the corn whenever it was thirsty. And all the weeds she pulled out. There were many weeds, too. But Little Red Hen never grew weary. She knew that work was good for people.

When the autumn came, the corn was ripe. It was fine corn, too, that Little Red Hen had. There was none better in the country. She was very proud of it.

She wondered now if her lazy friends would be willing to take the corn to the mill. She thought they might be

glad to do that, hoping to get some of the meal. She decided to give them one more chance.

She called to them, and they all came running as before. The pig and the rat would have liked to eat the corn just as it was. There was no need of grinding it for them.

However, they did not dare touch it. They knew that the dog and the cat could not eat it until it was ground. And the dog and the cat would make trouble if the pig and the rat tried to eat the corn.

"Who will take this corn to the mill?" asked Little Red Hen.

"Not I," said the pig, who was very lazy.

"Not I," said the rat, who wished to do just as the pig did.

"Not I," said the dog. He really wanted to do it; but he was afraid the pig and the rat would laugh at him.

"Not I," said the cat, who was afraid of what the dog would say, if she took the corn to the mill.

"Oh! I will then," said the Little Red Hen. So she placed the corn in a tiny wagon of her own, and drew it to the mill. The miller ground it into fine, white meal. The next day Little Red Hen brought the meal home.

"I think I will ask them to bake the bread," said Little Red Hen. "It would be funny to see what they have to

say. I am sure not one of them could bake a loaf of bread."

Little Red Hen called to them, and they hurried to see what she wanted.

"See this lovely flour," said Little Red Hen. "I wonder if one of you would not like to bake some bread. We could have a fine feast. Who will try it?"

The four lazy people looked at each other. Each one hoped that some one else would be able to do it.

"You try it," said Little Red Hen to the dog.

"Oh no!" said the dog; "I don't know how."

"Nor I," said the cat.

"Nor I," said the pig.

"Nor I," said the rat.

"Oh! I will then," said the Little Red Hen.

So she went to work in her little kitchen, and baked some lovely bread.

"Now," she said to herself, "we shall see if my friends will help me eat the bread." So she called to them.

Oh! how fast they did come! They fell over each other trying to be the first there. Little Red Hen had set the bread out before them. Then she walked back and forth, looking proudly at the lovely brown loaves.

"Isn't that fine bread?" she asked.

"Very fine indeed, Little Red Hen," they all said.  
"You are the finest bread maker we know."

"It is very kind of you to say such nice things of me," answered the Little Red Hen. "Now who will help me eat the bread?"

"I will," cried the dog and the cat.

"I will," squealed the pig and the rat.

"No, no," said the Little Red Hen. "You can't have a single bite of it. You would not plant the corn, or water it, or pull the weeds, or take the corn to the mill. You would not even bake the bread. So I shall eat the bread myself,—I and my chickens. So good day, ladies and gentlemen."

Then Little Red Hen called her chickens, who were quite big now, and wandered about everywhere. They came home, and the family had a fine dinner.

### THE QUEEN OF HEARTS

Once very long ago there was a queen whom people called the *Queen of Hearts*. Why do you suppose they called her Queen of Hearts? It was because she made tarts in the shape of hearts. She made them for the King, who was very fond of them.

The King liked the Queen's tarts exceedingly. Many

people had made tarts for him. The great ladies of his kingdom had tried, and the most famous bakers had tried. But none of them could make tarts like the Queen's. The King liked the shape of the Queen's tarts, too.

So the King called her the Queen of Hearts. The people heard about this name; and they liked it, for the Queen was very kind-hearted, and everybody loved her. So the people called her the Queen of Hearts, and the King they called the King of Hearts.

Now this good King and Queen had a son. He was full of mischief, and did many things that he ought not to have done. He was not really bad, but some people thought him bad, and so they called him a knave. Finally he came to be called the *Knave of Hearts*, for he loved tarts just as much as his father did. But he was a Prince for all that, and not a very bad fellow. So we shall call him the *Prince of Hearts*.

Now it happened that the King's birthday was in the summer time. The Queen knew that nothing would please him better than some tarts. So she went into the kitchen and made a great pan full.

"This will please the King greatly," she said. And she went and told him what she had made for him.

While the Queen was away, the Prince of Hearts came

into the kitchen. He had been out of doors getting his morning exercise, and was very hungry. He saw the tarts that his mother had made. They looked so good.

That the Knave of Hearts

He stole those tarts

And took them all away.

He knew that it would not be well for him to stay in the kitchen. So he ran away, eating the tarts as he went.

The King of Hearts was greatly pleased when the Queen told him what she had done. He called for the tarts at once. He thought he could eat them all that very minute.

But when the Queen went to the kitchen for the tarts there were none to be found. A servant told her that the Prince had been there.

With tears in her eyes the Queen went back to the King. When she told him what had happened, the King was very angry. He sent for the Prince.

The Prince came, looking very guilty. When the King asked him if he had stolen the tarts, he told the truth. He would not lie. Besides, there was some of the currant jelly on his shirt front.

“Have you eaten all the tarts?” asked the King, sharply.

“No, my royal father; there are more left than you can eat in one day.”

The King was very glad when he heard these words. Yet he thought the Prince should be punished. So he ordered him to be beaten. Then the King of Hearts commanded the Prince to go and get the tarts he had stolen.

So the Prince of Hearts  
Brought back the tarts  
And vowed to steal no more,  
And vowed to steal no more.

## CHAPTER VII

### FAMILIES OF WORDS

The following list contains all of the families of words that have type words in the *Golden Treasury Primer* and *First Reader*.

The numbers at the head of the lists refer to the pages on which the type words first occur.

The first word in each list is the type word.

#### *Primer*

|        |       |       |         |        |
|--------|-------|-------|---------|--------|
| 1      | 2     | fl at | 5       | cl ap  |
| b ug   | r at  | gn at | and     | fl ap  |
| sn ug  | at    | pl at | l and   | g ap   |
| d ug   | h at  |       | s and   | c ap   |
| h ug   | c at  | 4     | b and   | l ap   |
| j ug   | b at  | d og  | st and  | y ap   |
| l ug   | f at  | l og  | str and | m ap   |
| m ug   | t at  | fr og | gr and  | n ap   |
| p ug   | th at | b og  | br and  | t ap   |
| pl ug  | ch at | c og  | h and   | s ap   |
| r ug   | m at  | cl og |         | str ap |
| shr ug | p at  | f og  | 6       | sl ap  |
| sl ug  | sp at | fl og | tr ap   | sn ap  |
| t ug   | s at  | h og  | h ap    | tr ap  |
| dr ug  | v at  | j og  | r ap    | wr ap  |
|        | sl at |       | ch ap   |        |

|        |        |         |         |        |
|--------|--------|---------|---------|--------|
| 9      | m y    | 11      | 18      | l et   |
| tr ee  | tr y   | m ade   | f ound  | y et   |
| s ee   | wh y   | sh ade  | b ound  | m et   |
| b e    | sl y   | sp ade  | r ound  | n et   |
| b ee   | cr y   | f ade   | gr ound | j et   |
| m e    | dr y   | w ade   | h ound  | p et   |
| h e    | bu y   | tr ade  | m ound  | w et   |
| y e    | pr y   | gr ade  | p ound  | fr et  |
| sh e   | spr y  | bl ade  | s ound  |        |
| th e   | fr y   |         |         | 24     |
| w e    | pl y   |         | 22      | N ed   |
| thr ee | wr y   | 14      | m an    | b ed   |
| f ee   | sh y   | b oy    | c an    | r ed   |
| fl ee  | st y   | j oy    | r an    | Fr ed  |
| kn ee  | sp y   | c oy    | f an    | l ed   |
| fr ee  |        | t oy    | p an    | fl ed  |
| l ee   | 10     | Tr oy   | sp an   | sl ed  |
| gl ee  | n est  |         | t an    | bl ed  |
| 9      | b est  | 17      | cl an   | f ed   |
| st ood | w est  |         | D an    | w ed   |
| g ood  | r est  | str eet | th an   | sh ed  |
| h ood  | cr est | f eet   | pl an   |        |
| w ood  | ch est | m eet   | v an    | 25     |
|        | j est  | b eet   | an      | l ies  |
| 9      | l est  | sw eet  |         | sk ies |
| b y    | p est  | gr eet  | 22      | t ies  |
| fl y   | t est  | fl eet  | s et    | dr ies |
| sk y   | v est  | sh eet  | g et    | d ies  |

|        |         |        |        |        |
|--------|---------|--------|--------|--------|
| fr ies | gr ate  | b ow   | st eep | b id   |
| sp ies | h ate   | t ow   | cr eep | k id   |
| tr ies | m ate   | m ow   | sh eep | l id   |
| cr ies | pl ate  | s ow   | sl eep | r id   |
| 26     | r ate   | sh ow  |        | sl id  |
| gr ew  | cr ate  | kn ow  | 35     | 39     |
| br ew  | sk ate  | r ow   | w ill  | b oat  |
| cr ew  | sl ate  | cr ow  | t ill  | g oat  |
| dr ew  | 28      | thr ow | f ill  | c oat  |
| scr ew | all     | gl ow  | b ill  | fl oat |
| str ew | c all   | st ow  | h ill  | 39     |
| thr ew | f all   | str ow | m ill  | s ail  |
| 27     | h all   | 33     | k ill  | sn ail |
| c ow   | t all   | m ust  | p ill  | n ail  |
| h ow   | st all  | j ust  | s ill  | b ail  |
| b ow   | b all   | g ust  | st ill | f ail  |
| n ow   | w all   | cr ust | r ill  | h ail  |
| br ow  | sm all  | d ust  | dr ill | j ail  |
| pl ow  | squ all | r ust  | sk ill | m ail  |
| m ow   | 32      | tr ust | fr ill | p ail  |
| 27     | fl ow   | 34     | qu ill | r ail  |
| ate    | gr ow   | p eep  | ch ill | tr ail |
| g ate  | bl ow   | d eep  | ill    | t ail  |
| K ate  | sn ow   | k eep  | 36     | w ail  |
| late   | l ow    | w eep  | d id   | qu ail |
| f ate  | sl ow   | sw eep | h id   | fl ail |
|        |         |        |        | v ail  |

|         |        |        |        |        |
|---------|--------|--------|--------|--------|
| 43      | r eed  | d ent  | pl ot  | qu ick |
| wh eel  | gr eed | c ent  | r ot   | t ick  |
| f eel   | fr eed | l ent  | sh ot  | D ick  |
| h eel   | bl eed | r ent  | sl ot  | k ick  |
| k eel   | sp eed | t ent  | sp ot  | l ick  |
| p eel   |        | sp ent | t ot   | p ick  |
| r eel   | 46     |        | tr ot  | n ick  |
| kn eel  | r am   | 49     | 50     | s ick  |
| st eel  | am     | n ut   | th en  | w ick  |
|         | sw am  | b ut   | h en   | cr ick |
| 44      | d am   | c ut   | d en   | pr ick |
| str eam | h am   | h ut   | m en   | cl ick |
| dr eam  | j am   | r ut   | p en   | br ick |
| t eam   | S am   | sh ut  | t en   | tr ick |
| b eam   | cl am  | str ut | wh en  | th ick |
| cr eam  | cr am  | 49     | wr en  | sl ick |
| gl eam  | tr am  |        |        |        |
| r eam   | sh am  | n ot   | 51     | 52     |
| s eam   | sl am  | l ot   | b ite  | b eat  |
| st eam  | 65     | bl ot  | k ite  | eat    |
| 45      | cl oud | c ot   | wh ite | h eat  |
| f eed   | l oud  | cl ot  | wr ite | m eat  |
| n eed   | pr oud | d ot   | qu ite | n eat  |
| d eed   | 49     | g ot   | s ite  | p eat  |
| h eed   | w ent  | h ot   | sm ite | s eat  |
| s eed   | s ent  | j ot   | 52     | bl eat |
| w eed   | b ent  | kn ot  | st ick | tr eat |
|         |        | p ot   | ch ick | wh eat |

|        |        |        |        |        |
|--------|--------|--------|--------|--------|
| 50     | p ave  | 59     | r ake  | m ay   |
| d own  | r ave  | m aid  | s ake  | g ay   |
| t own  | sh ave | p aid  | t ake  | h ay   |
| g own  | sl ave | l aid  | qu ake | n ay   |
| cl own | w ave  | r aid  | st ake | pl ay  |
| br own | cr ave | br aid | br ake | cl ay  |
| cr own | gr ave |        | dr ake | sl ay  |
| fr own | kn ave | 62     | sh ake | p ay   |
| dr own |        | c ock  | fl ake | r ay   |
|        | 59     | r ock  | sn ake | dr ay  |
| 54     | J ack  | l ock  |        | pr ay  |
| out    | b ack  | bl ock | 64     | gr ay  |
| ab out | cr ack | fr ock | g un   | br ay  |
| g out  | p ack  | fl ock | s un   | tr ay  |
| p out  | h ack  | m ock  | f un   | str ay |
| r out  | l ack  | kn ock | r un   | w ay   |
| st out | bl ack | st ock | b un   | sw ay  |
| sp out | sl ack | sh ock | d un   | j ay   |
| sh out | cl ack | cr ock | n un   | st ay  |
| sc out | kn ack | cl ock | p un   |        |
| tr out | r ack  | s ock  | sp un  | 70     |
| sn out | tr ack |        | sh un  | t oss  |
|        | s ack  | 62     | st un  | m oss  |
| 55     | t ack  | w ake  |        | b oss  |
| g ave  | st ack | m ake  | 67     | l oss  |
| s ave  | qu ack | b ake  | l ay   | gl oss |
| br ave | wh ack | c ake  | s ay   | cr oss |
| c ave  | sm ack | l ake  | d ay   |        |
| l ave  |        |        |        |        |

|         |        |        |        |        |
|---------|--------|--------|--------|--------|
| 81      | cr ook | 89     | s eal  | f ell  |
| each    | sh ook | p ig   | v eal  | b ell  |
| r each  |        | b ig   | w eal  | sw ell |
| p each  | 85     | d ig   | z eal  | c ell  |
| pr each | up     | f ig   | 93     | s ell  |
| b each  | c up   | w ig   | t art  | sp ell |
| bl each | s up   | r ig   | sm art | y ell  |
| t each  | p up   | j ig   | st art | sh ell |
|         |        | tw ig  | p art  | sm ell |
| 84      | 85     | br ig  | m art  | dw ell |
| l ook   | pl ant | pr ig  | d art  | d ell  |
| t ook   | c an't | spr ig | ch art | 98     |
| r ook   | gr ant |        | c art  | st ole |
| c ook   | ant    | 93     | art    | h ole  |
| b ook   | p ant  | m eal  |        | m ole  |
| h ook   | r ant  | st eal | 98     | p ole  |
| n ook   | sl ant | d eal  | t ell  | wh ole |
| br ook  | ch ant | h eal  | w ell  | s ole  |

*First Reader*

|       |       |        |         |         |
|-------|-------|--------|---------|---------|
| 9     | s old | sp oon | br ight | fr ight |
| old   | t old | c oon  | f ight  |         |
| h old |       |        | sl ight | 13      |
| c old | 13    | 13     | fl ight | l ong   |
| b old | m oon | l ight | s ight  | s ong   |
| f old | s oon | n ight | t ight  | g ong   |
| g old | n oon | m ight | bl ight | d ong   |
| m old | l oon | r ight | pl ight | pr ong  |

|         |        |         |        |         |
|---------|--------|---------|--------|---------|
| wr ong  | k ink  | r ice   | t ide  | 30      |
| str ong | ink    | sl ice  | gl ide | gr ind  |
| 13      | 14     | pr ice  |        | f ind   |
| p ast   | h and  | ice     | 20     | k ind   |
| l ast   | and    | d ice   | d ear  | h ind   |
| f ast   | b and  | sp ice  | h ear  | b ind   |
| m ast   | s and  | spl ice | sh ear | m ind   |
| bl ast  | l and  | thr ice | n ear  | w ind   |
| c ast   | st and | tr ice  | f ear  | bl ind  |
| v ast   | gr and | v ice   | r ear  |         |
|         | brand  | tw ice  | t ear  | 31      |
|         |        |         | y ear  | h ang   |
| 14      | 15     | 19      | sp ear | s ang   |
| dr ink  | j ump  | f elt   | sm ear | b ang   |
| th ink  | h ump  | m elt   | cl ear | cl ang  |
| r ink   | b ump  | b elt   | ear    | f ang   |
| l ink   | l ump  | dw elt  |        | g ang   |
| bl ink  | d ump  | kn elt  | 23     | r ang   |
| cl ink  | cl ump | sp elt  | h ad   | spr ang |
| sl ink  | pl ump |         | gl ad  | sl ang  |
| p ink   | p ump  | 20      | s ad   | tw ang  |
| m ink   | r ump  | sl ide  | b ad   |         |
| w ink   | th ump | h ide   | f ad   | 32      |
| s ink   | tr ump | s ide   | l ad   | gn aw   |
| t ink   |        | r ide   | cl ad  | s aw    |
| br ink  | 19     | br ide  | m ad   | p aw    |
| shr ink | m ice  | pr ide  | p ad   | r aw    |
| pr ink  | n ice  | w ide   | sh ad  | j aw    |

|        |        |        |        |          |
|--------|--------|--------|--------|----------|
| l aw   | l uck  | p ew   | tr ust | owl      |
| str aw | st uck | J ew   | r ust  | h owl    |
| fl aw  | cl uck | st ew  | 69     | c owl    |
| th aw  | pl uck | 55     | oak    | f owl    |
| d aw   | s uck  | tr ied | cl oak | pr owl   |
| squ aw | t uck  | cr ied | cr oak | 77       |
| 38     | tr uck | d ied  | s oak  | f east   |
| kn ock | 41     | dr ied | 69     | east     |
| r ock  | end    | fr ied | tw ine | l east   |
| c ock  | b end  | sp ied | f ine  | b east   |
| l ock  | s end  | l ied  | p ine  | y east   |
| bl ock | l end  | t ied  | d ine  | 78       |
| fr ock | bl end | 61     | k ine  | b ark    |
| m ock  | r end  | ask    | l ine  | h ark    |
| st ock | t end  | b ask  | m ine  | m ark    |
| s ock  | tr end | c ask  | t ine  | sp ark   |
| cl ock | sp end | fl ask | w ine  | p ark    |
| 40     | 47     | m ask  | sp ine | l ark    |
| tw ist | kn ew  | t ask  | sw ine | sh ark   |
| m ist  | fl ew  | 62     | v ine  | 80       |
| f ist  | bl ew  | j ust  | sh ine | c atch   |
| gr ist | f ew   | m ust  | wh ine | h atch   |
| l ist  | h ew   | g ust  | th ine | scr atch |
| h ist  | m ew   | cr ust | br ine | l atch   |
| 41     | n ew   | d ust  | 74     | m atch   |
| d uck  |        |        | gr owl |          |

|         |        |        |        |         |
|---------|--------|--------|--------|---------|
| sn atch | b ob   | st one | f ond  | l ace   |
| p atch  | f ob   | b one  | bl ond | m ace   |
|         | h ob   | c one  | fr ond | sp ace  |
| 84      | j ob   | dr one |        |         |
| l ost   | kn ob  | h one  | 97     | 100     |
| c ost   | m ob   | t one  | r ace  | w ife   |
| fr ost  | s ob   | z one  | pl ace | l ife   |
|         |        |        | p ace  | kn ife  |
| 90      | 90     | 90     | br ace | f ife   |
| r ob    | al one | p ond  | tr ace | str ife |
| c ob    | sh one | b ond  | f ace  |         |



# HICKS'S CHAMPION SPELLING BOOK

By WARREN E. HICKS, Assistant Superintendent of  
Schools, Cleveland, Ohio

Complete, \$0.25 - Part One, \$0.18 - Part Two, \$0.18

**T**HIS book embodies the method that enabled the pupils in the Cleveland schools after two years to win the National Education Association Spelling Contest of 1908.

¶ By this method a spelling lesson of ten words is given each day from the spoken vocabulary of the pupil. Of these ten words two are selected for intensive study, and in the spelling book are made prominent in both position and type at the head of each day's lessons, these two words being followed by the remaining eight words in smaller type. Systematic review is provided throughout the book. Each of the ten prominent words taught intensively in a week is listed as a subordinate word in the next two weeks; included in a written spelling contest at the end of eight weeks; again in the annual contest at the end of the year; and again as a subordinate word in the following year's work;—used five times in all within two years.

¶ The Champion Spelling Book consists of a series of lessons arranged as above for six school years, from the third to the eighth, inclusive. It presents about 1,200 words each year, and teaches 312 of them with especial clearness and intensity. It also includes occasional supplementary exercises which serve as aids in teaching sounds, vowels, homonyms, rules of spelling, abbreviated forms, suffixes, prefixes, the use of hyphens, plurals, dictation work, and word building. The words have been selected from lists, supplied by grade teachers of Cleveland schools, of words ordinarily misspelled by the pupils of their respective grades.

AMERICAN BOOK COMPANY

# WEBSTER'S DICTIONARIES

The Only Genuine School Editions

**T**HESE Dictionaries are the acknowledged authority throughout the English speaking world, and constitute a complete and carefully graded series. The spelling and punctuation in all leading schoolbooks are based on them.

## WEBSTER'S PRIMARY SCHOOL DICTION- ARY . . . . . \$0.43

Containing over 20,000 words and meanings, with over 400 illustrations.

## WEBSTER'S COMMON SCHOOL DICTION- ARY . . . . . \$0.72

Containing over 25,000 words and meanings, with over 500 illustrations.

## WEBSTER'S HIGH SCHOOL DICTIONARY, \$0.98

Containing about 37,000 words and definitions, and an appendix giving a pronouncing vocabulary of Biblical, Classical, Mythological, Historical, and Geographical proper names, with over 800 illustrations.

## WEBSTER'S ACADEMIC DICTIONARY

Cloth, \$1.50; Indexed . . . . . \$1.80

Half Calf, \$2.75; Indexed . . . . . 3.00

Abridged directly from the International Dictionary, and giving the orthography, pronunciations, definitions, and synonyms of about 60,000 words in common use, with an appendix containing various useful tables, with over 800 illustrations.

## SPECIAL EDITIONS

Webster's Countinghouse Dictionary. Sheep,

Indexed . . . . . \$2.40

Webster's Handy Dictionary . . . . . .15

Webster's Pocket Dictionary . . . . . .57

The same. Roan, Flexible . . . . . .69

The same. Roan, Tucks . . . . . .78

The same. Morocco, Indexed . . . . . .90

AMERICAN BOOK COMPANY







To avoid fine, this book should be returned on  
or before the date last stamped below

10M-9-39

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

428.72  
S 811  
M

588366

42

[illegible]

LIBRARY, SCHOOL OF EDUCATION, STANFORD

588366

588366

